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1917/18



# NEW MEXICO NORMAL UNIVERSITY BULLETIN

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NO. 60

NOVEMBER

1918

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## Attendance:

Twelve months, 1916-1917.....	1158
Twelve months, 1917-1918.....	1282
Summer School, 1917.....	858
Summer School, 1918.....	768

Las Vegas, New Mexico

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Published by the New Mexico Normal University in February, May, August  
and November.

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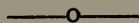
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OPTIC PUBLISHING CO. LAS VEGAS, N. M.



## CALENDAR FOR 1918-1919



### Autumn Term

September 2, Tuesday.....Registration  
September 4, Wednesday.....Class work begins  
November 26 and 27, Tuesday and Wednesday.....Examinations  
November 28 to December 1st.....Thanksgiving Vacation

### Winter Term

December 2, Monday.....Registration  
December 20, Friday noon to Dec. 29 Mon.....Christmas Vacation  
December 31, Tuesday.....Class work begins  
February 27 and 28, Thursday and Friday.....Examinations

### Spring Term

March 4, Tuesday.....Registration  
April 17 and 18, Thursday and Friday.....Easter Vacation  
May 22 and 23, Thursday and Friday.....Examinations  
May 25, Sunday.....Baccalaureate  
May 26, Monday.....Welfare Department Exhibit  
May 27, Tuesday.....Class Play  
May 28, Wednesday.....Commencement

### Summer School of 1919

June 5 and 6, Thursday and Friday.....Registration  
June 9, Monday.....Class work begins  
June 25 and 26, Friday and Saturday...Examination for Certificates  
July 28 and 29, Monday and Tuesday.....School examinations  
July 30, Wednesday.....Commencement

### Year 1919-20

September 2, Tuesday.....Registration

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### BOARD OF REGENTS

The Honorable Charles A. Spiess, President.....Las Vegas  
The Honorable Mrs. Helen M. Raynolds, Secretary-Treasurer  
.....East Las Vegas  
The Honorable Benito F. Baca.....Las Vegas  
The Honorable W. A. Havener.....Clovis  
The Honorable Horace W. Kruse.....Raton

## FACULTY

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FRANK H. H. ROBERTS, B. PED., PH. B., A. M., PH. D., LL. D.

President

Professor of Sociology

B. Ped. and Ph. B., Ohio University. A. M., Kenyon College. Ph. D. and LL. D., University of Denver. Teacher, Principal, and Superintendent in public school system fifteen years. Life Certificates. Principal of the Wyoming State Normal School and Professor of Education of the University of Wyoming. Professor of History and Civics, University of Denver, seven years. Extra-Mural Professor of History, University of Denver, 1910—. President of New Mexico Educational Association, 1916-17. President New Mexico Normal University, 1910—.

FRANK CARROON, M. PED., A. B., A. M.

Dean

Professor of Psychology

Graduate of Indiana State Normal School. A. B., University of Indiana. M. Ped., New Mexico Normal University. A. M., University of Denver. Head of Department of English, Columbus High School, Indiana. Teacher of English, Roswell High School, New Mexico. Indiana State Life Certificate and New Mexico Life Certificate. Professor of English, New Mexico Normal University, 1909-10; Dean and Professor of Psychology and Education, 1910-17; Dean and Professor of Psychology, 1917—.

THOMAS G. RODGERS, A. B., A. M.

Assistant-Dean for the College and High School

Professor of Mathematics

A. B., University of Tennessee. A. M., University of Wisconsin. Graduate Student of University of Missouri, of Johns Hopkins University, and of University of Chicago. Instructor in Mathematics, University of Tennessee, two years. Principal of schools in Minnesota six years, and in Alabama two years. Assistant-Principal, Principal, and Teacher of Mathematics in Roswell High School. Department of Mathematics, New Mexico Normal School, 1910-14. Assistant-Dean and Professor of Mathematics, New Mexico Normal University, 1914—.

**ANTONIO LUCERO**

**Professor of Spanish**

(On Leave of Absence)

Student, College of the Sacred Heart, Las Vegas. Instructor, Las Vegas High School. Instructor of private classes fifteen years. Court Interpreter fourteen years. Professor of Spanish, New Mexico Normal University, 1907—. Secretary of State, New Mexico, 1912—.

**IDA KRUSE McFARLANE, A. B., A. M., LITT. D.**

**Professor of Manners and Special Lecturer**

A. B. and A. M., Vassar. Graduate of the National Dramatic Conservatory of New York City. Litt. D., University of Denver. Mary Lowe Dickinson Professor of English, University of Denver, 1908—. Professor of Manners and Special Lecturer, New Mexico Normal University, 1910—.

**ARTHUR HENRY VAN HORNE, A. B.**

**Professor of Latin and Greek**

**Librarian**

A. B., University of Michigan. Student of State Teachers' College, Ypsilanti, Michigan; Student of University of Colorado. Teacher in public school systems fourteen years. State Life Certificate of Michigan, and Five-Year Certificate of South Dakota. Professor of Latin and Greek and Librarian, New Mexico Normal University, 1911.—

**SUSIE DEANE WHITAKER**

**Private Secretary to the President**

Graduate of Gem City Business College, Quincy, Illinois. Student of State Normal School, Kirksville, Missouri; and of the University of Missouri. Postgraduate student of Gem City Business College. Professor of Commerce, New Mexico Normal University, 1911-15; and Private Secretary to the President, 1911—.

**BESSIE WATT, A. B.**

**Critic Teacher, Fifth Grade**

A. B., including complete professional training of Normal Department, followed by graduate work, Baker University, Kansas. Graduate Student of Chicago University one year. Teacher in elementary and high schools of Kansas. Institute lecturer. Critic Teacher, New Mexico Normal University, 1911-16 and 1917—.

**MAY ROSS CONWELL****Professor of Oratory**

Graduate of New Mexico Normal University. Graduate and post-graduate of the Emerson College of Oratory, Boston, Head of Department of English, University of New Mexico, three years. Professor of English, New Mexico Normal University, three years, 1912-15; and Director of Class Plays and Professor of Oratory, 1915—.

**MARIE LOUISE SENEAL, B. PED., M. PED., A. B.****Director of Music and Fine Arts**

B. Ped., M. Ped., A. B., Teachers' College, Greeley, Colorado. Special soloist and graduate of Thomas Normal School, Detroit, Michigan. Student of Miss Jennie M. Stoddard, Detroit, Michigan. State Life Certificates of Colorado and Michigan. Teacher in public school systems eight years. Teacher of Music, Clarion State Normal, Pennsylvania. Director of Music and Fine Arts, New Mexico Normal University, 1914.—

**CLARENCE F. LEWIS, A. B.****Professor of Physical Science****Director of Boys' Athletics**

(On Leave of Absence)

A. B., University of Denver. State Certificate of Colorado. Teacher of Science and Physical Director, Lamar Union High School, Colorado. Professor of Physical Science, Assistant-Professor of Mathematics, and Director of Boys' Athletics, New Mexico Normal University, 1914—. In Federal Army service, 1917 (October)—.

**MARGARET J. KENNEDY, B. LITT., A. B.****Professor of English**

B. Litt., A. B., University of Wisconsin. Instructor in Wisconsin High Schools three years. Assistant-Principal and Superintendent of Barron Schools, Wisconsin, three years. Instructor in English, Roswell High School, New Mexico, three years. One year's study abroad, visiting homes of all the noted English writers, preparing lectures for literature classes, based upon observation and travel. Professor of English, New Mexico Normal University, 1915—.

**ANNA ELIZABETH WILTSE****Critic Teacher, First and Second Grades**

Graduate of Central Normal College, Indiana; and of Illinois State Normal University. Student of Columbia College of Expression, Chicago; of Indiana State Normal; of Northern Illinois State Normal; and of Berkeley University, California. Teacher in rural schools. Critic Teacher, New Mexico Normal University, 1915—.



**LOUISE CONSUELO JARAMILLO, B. PED., M. PED.****Assistant in Music and Fine Arts**

B. Ped, M. Ped., New Mexico Normal University. Assistant in Music, New Mexico Normal University, 1915-16; and Assistant in Music and Fine Arts, 1916—.

**PAUL S. LOMAX, B. S.****Professor of Commerce****(On Leave of Absence)**

B. S., University of Missouri. Student of Kirksville State Normal School, Missouri, two summers; of Warrenburg State Normal School, Missouri, one summer; and of Gem City Business College, one summer. Secretary to Dean of School of Education, University of Missouri, one year. Teacher in Missouri high schools four years. Supervisor of Commercial Subjects in University of Missouri High School two years. Professor of Commerce, New Mexico Normal University, 1916—. In Federal Army service.

**BESS CHAPPELL, M. Di., B. S.****Professor of Household Arts**

B. S., South Dakota State College. M. Di., Iowa State Teachers' College. Student in Chicago and Columbia Universities. Teacher in public schools nine years. Professor of Household Arts, New Mexico Normal University, 1916—.

**IDA G. NOLDS, A. B.****Critic Teacher, Seventh Grade**

A. B., University of Denver. Colorado State Certificate. Critic Teacher, New Mexico Normal University, 1916—.

**VICTORIA G. WILHELMY MILLER****Director of Student Welfare**

Graduate of Battle Creek Normal School of Physical Education. Director of Physical Education in Grand Junction Public Schools, Colorado. Director of Student Welfare, New Mexico Normal University, 1917 (January)—.

**CASSIE R. SPENCER, A. B.****Critic Teacher, Sixth Grade**

A. B., University of Minnesota. Student of Minneapolis School of Dramatic Art. Minnesota Professional Life Certificate. Teacher in rural schools two years. Supervisor of High School Normal Training, Milaca, Minnesota, three years. Critic Teacher, New Mexico Normal University, 1917—.

**SYLVIA MARIA VOLLMER, B. PED., M. PED., A. B.****Assistant in Spanish**

B. Ped., M. Ped., New Mexico Normal University. A. B., University of California. Student of Notre Dame, Arnsberg, Germany, one year, and of Sacred Heart College, Granada, Spain, one year. Assistant in Spanish, New Mexico Normal University, 1917—.

**JOSEPH F. NIELSON, B. PED.****Professor of Agriculture****Supervisor of Boys' and Girls' Clubs**

B. Ped., New Mexico Normal University. Practical experience in farming and dairying and in building reservoirs and irrigation canals. Three years of special study thru travel and observation of the agricultural and commercial-agricultural conditions of Colorado, Utah, Arizona, and New Mexico. Assistant in Biological Science and Supervisor of School Gardens, New Mexico Normal University, 1917. Professor of Agriculture and Supervisor of Boys' and Girls' Clubs 1917—.

**MARY A. MOSS****Matron La Case de Ramona**

Graduate of Shoal Creek Academy, Georgia. Practical nurse seven years. Matron and Housekeeper, Piedmont College, Demorest, Georgia, seven years. Matron La Grange College, Georgia, seven years. Matron, La Casa de Ramona, New Mexico Normal University, 1917—.

**ALASKA N. DAVIS, B. PED.****Critic Teacher, Third and Fourth Grades**

B. Ped., New Mexico Normal University. Student of Kansas State Normal, and of the University of California. Teacher in elementary schools eight years. New Mexico Life Certificate. Critic teacher, New Mexico Normal University, 1918 (January)—.

**LEE A. WOLFARD, B. S., B. PED., A. B., C. P. A. (WYOMING)****Professor of Commerce**

B. S., Valparaiso University, Indiana. B. Ped. and A. B., University of Wyoming. C. P. A., Chapter 45, State of Wyoming. Gregg Shorthand Teachers' Certificate. Principal of schools in Michigan two years. Teacher of Commerce in the University of Wyoming and the Denver Modern School of Business one summer each. Head of the Department of Commerce, Natrona County High School, Wyoming, six years; and Principal the last two years. Practical experience as stenographer, bookkeeper, financial director, accountant, etc. part time for six years. Professor of Commerce, New Mexico Normal University, 1918 (February)—.

**CHARLES WESLEY MOTTINGER, A. B.****Professor of Education**

Graduate, State Normal, Peru, Nebraska, A. B., University of Nebraska. State Certificate for Nebraska and Colorado. Rural Schools of Nebraska, five years. Superintendent of School at Merna, Nebraska, five years. Principal of High School at University Place, Nebraska, one year. Principal of High School at Lamar, Colorado, three years. Principal of High School at Roswell, New Mexico, two years. Professor of Education, New Mexico Normal University, 1918—.

**HUMPHREY G. OWEN, A. B., A. M.****Professor of Biology**

A. B. and A. M. University of Denver. Colorado State Teachers' Diploma. Instructor-Student, University of California, 1916. Professor of Biology, University of Denver, 1914-17. In Army, 1917-18. Professor of Biology, New Mexico Normal University, 1918—.

**MYRTLE M. HOOD, A. B.****Critic Teacher, Eighth Grade**

A. B. University of Denver, 1910. Teacher of English and History, High School, Manzanola, Colorado, 1911-14. Critic Teacher, Colorado State Normal, 1915-1918. Critic Teacher, New Mexico Normal University, 1918.

**WINFRED C. P. MEDDINS, B. PED., M. PED., A. B., B. S.****Director, Industrial Training**

B. Ped., M. Ped., A. B., Colorado State Teachers' College, Greeley, Colorado. B. S. Columbia University, New York. One summer at Stout Institute. Rural School teacher, Kansas. Assistant Training Teacher, Colorado State Teachers' College. Manual Training Teacher, Pueblo, Colorado. Principal High School and Manual Training Teacher, Telluride, Colorado. Principal High School and Teacher of Industrial Arts, Colorado State Normal School, Gunnison, Colorado. Director of Industrial Training, New Mexico Normal University, 1918—.

**Student Assistants**

Office .....	Olivia Deutschmann
Library .....	Ellen Herron
Library .....	Willamae Easter
Library .....	Flodel Davies
Pianist .....	Lucile Swallow
Pianist .....	Ida Harper
Commerce .....	Grace Linberg

## FOREWORD

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In 1893 the Honorable Felix Martinez and Senator Albert B. Fall, members of the Territorial Council of New Mexico, prepared a bill, and secured its passage, creating the "New Mexico Normal School at Silver City" and the "New Mexico Normal School at Las Vegas." By special law the name of the normal school at Las Vegas was changed to the New Mexico Normal University in 1899, and its powers were enlarged so that the school might exercise the functions of a college of education. Such a school has a double purpose: to train young men and women to be efficient teachers, who are leaders in the higher and better phases of the social life of the State; and to furnish a pedagogical laboratory, where the State tests out new theories of education, thus winnowing the wheat from the chaff, holding fast to the good and discarding the unsound.

The Normal University has fulfilled this two-fold mission during its entire existence, which began with the opening of its doors on October 3, 1898. It held its first graduating exercises in 1899, when a class of five was graduated, every member of which became a teacher. Since then it has continued to train and to graduate strong, purposeful young men and women, who have performed distinguished services to the State. Yet it is only in recent years that it has reached every section of the State. All short courses have been eliminated, and the longer courses have been enriched and made more difficult, yet the graduating classes from the six-year normal course have steadily increased in numbers.

On the other hand, the Normal University has not overlooked its duty to the State in the matter of new theories and new material for educational purposes. As early as 1899 Manual Training was given a place in the school. In 1908 Domestic Science in its various phases was introduced and since 1910 a course in Agricultural Pedagogy has been offered. The recent development in industrial education has justified the Normal's action in the matter of these three branches of learning. It brought to the State the Montessori method to test it, to find its strong points, to answer the question, "Is it an addition to our educational system that is worth while?"

The New Mexico Normal University is neither partisan nor sectarian, yet it inculcates loyalty to the highest ideals of life. It aims to inspire its students to live in harmony with the highest moral, religious, political, social and professional ideals of the world.

The school is recognized by the great universities, as doing work of the first order and its graduates are granted certificates, without

examination, in such progressive states as California, Washington, Idaho, and twenty others.

The student body has grown rapidly in recent years. In 1909-10 it numbered 295, and in 1917-18, 1283, an increase of 345 per cent in eight years.

A summer school has been maintained since 1904. It has grown from 79 in 1910 to 858 in 1914, an increase of 986 per cent in eight years.





## GENERAL INFORMATION

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### Location

The New Mexico Normal University is located in Las Vegas, New Mexico, on the A. T. and S. F. Railroad. It is not far from the geographic center of the state and is readily accessible to students from all portions of the state.

### Climate

The climate of Las Vegas is exceptional in the fact that it is equable, rarely very cold and never very warm. Through the spring and summer months students work with the same comfort that students in other states experience during the most pleasant months in their locality. Las Vegas is free from mosquitos, chigies, and other disagreeable insects.

### Buildings

The New Mexico Normal University occupies a magnificent brown sandstone building that stands on a slight elevation overlooking the larger portion of the city, and, in addition thereto, has use of the National Guard Armory. There is an Industrial Arts Building forty by eighty feet, and a three-story Girls Dormitory. During the summer months, by permission of the Board of Education of the City of Las Vegas, one of the handsome city school buildings is used for Normal purposes.

### Purpose

The founders of the New Mexico Normal University purposed that the institution should be a teachers' college in every sense; consequently the regents have developed the school as rapidly as funds would permit, until now it is furnishing teachers for every grade and kind of school in the state, from the high school to the far distant rural districts.

### Schools

The schools comprised in the Normal University, are as follows:

- Training School (Grades 1 to 8.)
- High School (Grades 9 to 12.)
- Normal School (Grades 13 to 14.)
- Teachers College (Grades 13 to 16.)

### Curricula

The curricula of the several schools are as follows:—

- Training-School Eight-Year Elementary Curriculum  
(Grades 1 to 8.)
- Training-School One-Year Rural-Teachers Curriculum  
(for Second-Grade Certificate.)
- High-School Four-Year General Curriculum  
(Grades 9 to 12.)
- High-School Four-Year Commercial Curriculum  
(Grades 9 to 12.)
- High-School Four-Year Manual-Arts Curriculum  
(Grades 9 to 12.)
- High-School Four-Year Household-Arts Curriculum  
(Grades 9 to 12.)
- High-School Four-Year Music and Fine-Arts Curriculum  
(Grades 9 to 12.)
- Normal-School Two-Year General Curriculum  
(B. Ped. Degree; Grades 13 to 14.)
- Normal-School Two-Year Commercial Curriculum  
(B. Ped. Degree; Grades 13 to 14.)
- Normal-School Two-Year Manual-Arts Curriculum  
(B. Ped. Degree; Grades 13 to 14.)
- Normal-School Two-Year Household-Arts Curriculum  
(B. Ped. Degree; Grades 13 to 14.)
- Normal-School Two-Year Music and Fine-Arts Curriculum  
(B. Ped. Degree; Grades 13 to 14.)
- Teachers-College Three-Year General Curriculum  
(M. Ped. Degree; Grades 13 to 15.)
- Teachers-College Four-Year General Curriculum  
(A. B. Degree in Education; Grades 13 to 16.)
- Teachers-College Four-Year Household-Arts Curriculum  
(A. B. Degree in Education; Grades 13 to 16.)

### Departments

The six great groups of educational materials—Art, Language, Mathematics, Philosophy, Science, and Social Science—are taught thru the following departments, each headed by a specialist in that field:

Agriculture	Fine Arts—Music	Modern Languages
Ancient Languages	History	Oratory
Biological Science	Household Arts	Physical Science
Commerce	Library Art	Psychology
Education	Manual Arts	Social Science
English	Mathematics	Student Welfare

### **Summer Session**

The Normal University conducts a Summer School which begins the first Thursday in June and continues eight weeks. The members of the faculty are chosen from the regular faculty and other experienced teachers.

All grades of the Training School, of the High School, of the Normal School, and of the College are maintained.

For complete information write for the Summer Bulletin.

### **The Standing of the Institution**

The New Mexico Normal University is recognized as an institution of the first class. Its work is accepted at face value by Universities and State Boards of Education. A graduate from this institution, who has chosen his courses properly, may receive a certificate, without examination, in more than 20 states.



## RULES FOR CORRESPONDENCE

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All correspondence about Extension Courses should be addressed to the President, since a record is kept in the office of all lessons sent out and received.

1. High School courses are arranged in thirds of units, each third costing \$4.00. College studies are arranged in five hour term credits, each credit costing \$5.00. Correspondence less than the above will be charged for proportionately.
2. A book deposit of \$5.00 entitles the student to the use of all necessary books. The deposit is returned, less 25 per cent of the value of the books used and the postage, when books are returned.
3. No lessons or books are sent out until tuition is paid and a book deposit made.
4. A reasonable time in which to finish the work is allowed. Unless a good excuse is given for not finishing the work within one year, the right of the student will be cancelled and no refund of tuition will be made.
5. The amount of textbook work will vary with the course, but in all cases will exceed the requirements of the regular class work at the Normal University.
6. Be sure you mark paper with:

Date,  
Subject,  
Name and address,  
Number of lesson answered.
7. Accompany each lesson with a letter, stating that you are mailing therein an answer paper, with the description of the same.

Questions must be returned with answers.
8. The teacher will determine the number of lessons to be given in each course.
9. All questions should be fully discussed. This is the only means to judge your grasp of the subject matter, so be very clear in your statements.
10. If you desire the corrected paper to be returned, inclose a self addressed and stamped envelope for that purpose.
11. There will be an examination in all cases, to be properly supervised.

### Equipment

The institution is well equipped for efficient work. The Agricultural and Biological Science departments are being rapidly equipped with apparatus. The Commercial department is supplied with a large number of typewriters, an adding machine, a multigraph, and other up-to-date equipment. The Fine Arts department has many beautiful models. The Household Arts department is unusually complete in equipment. The Library has 7000 volumes. The Manual Arts department has eight double benches and one instructor's bench with individual tool equipment at each bench, and other equipment, in a well-constructed building 40 by 80 feet, built by 100 manual training students and instructor. The Psychology department has a set of experimental apparatus. The Physical Science department is equipped with apparatus in physics, quantitative chemistry, and qualitative chemistry. The departments of Ancient Languages, Education, English, History, Mathematics, Modern Languages, Music, Oratory, Social Science, and Student Welfare are all well equipped for efficient work. Additional up-to-date apparatus is being added gradually in all the departments.

### Text Books

The best books obtainable are used in all the classes. These are furnished free to students.

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### RAILROAD FARE

A STUDENT THAT WILL SIGN A DECLARATION OF RESIDENCE IN NEW MEXICO AND AN INTENT TO TEACH IN NEW MEXICO MAY HAVE TRANSPORTATION, LESS THREE DOLLARS EACH WAY, RETURNED AFTER EIGHT WEEKS' ATTENDANCE AT THE NORMAL UNIVERSITY, AS GOVERNED BY LAW AS FOLLOWS:—"THAT ALL CLAIMS UNDER THIS ACT SHALL BE ITEMIZED AND SWORN TO AND SHALL IN NO CASE EXCEED THE ACTUAL COST OF TRANSPORTATION TO THE NEARER OF THESE TWO INSTITUTIONS (NEW MEXICO NORMAL UNIVERSITY AND NEW MEXICO NORMAL SCHOOL) BY THE USUAL TRAVELED ROUTE AND SHALL IN NO CASE EXCEED FOUR CENTS A MILE FOR THE TOTAL DISTANCE TRAVELED."

This fare is paid to any student who signs the declaration, and for attendance at any time in the year.

TAKE A RECEIPT FOR EVERY TICKET YOU BUY.

### Room and Board

Many students room and board in the city where clean, wholesome food may be had at prices ranging from \$20.00 to \$25.00 per month. At La Casa de Ramona, room and board at present do not exceed \$22.50 per calendar month. Many students bring their mothers or other relatives who do light-housekeeping, and thus reduce expenses

### La Casa de Ramona

The students living at La Casa de Ramona have many advantages. Their rooms are completely and beautifully furnished. The building contains a commodious dining room, two bath-rooms, and a shower bath; and there is a laundry in which students may launder their own linen without extra expense. Students bring no furniture nor bedding,—nothing but a napkin ring.

### Advantages

Graduates of the New Mexico Normal University are aided in securing positions. Superintendents and principals from all portions of the state write requesting the Normal University to nominate teachers for all phases of school work. Several hundred of the teachers of New Mexico have been enrolled as students in the Normal University.

### Welfare of Students

The moral, physical, and social welfare of the students is a matter of constant concern. Such amusements as are found to be objectionable to many citizens of the state are not indulged in; but games and plays that develop the physical side of the student are encouraged. Students have their choice of several churches that are presided over by men of ability. A wonderful spirit of co-operation and high-mindedness has been developed, and graduates go out to make better the communities in which they teach.

### Athletic Association

This association has developed intra-school athletics until almost every student in the school is taking part in some game. The result is marvelous and the satisfaction of the students is marked. Athletics do not exist for the few, but for all the school.

### Literary Societies

There are two literary societies, which together publish regularly an eight-page or ten-page paper,—“The Trigonian News.” The Trigonian Society is a boys’ organization; and the Philomathean Society is composed of girls.

### **Alumni Association**

The Alumni Association is of great value to the institution. It holds a banquet on Wednesday night of Commencement week yearly, which is one of the most dignified and worthwhile events of the year.

### **Oratorical Association**

The State Oratorical Contest is divided into three sections. The Normal University sends representatives to each of the sections, and its contestants stand high among the winners.

### **Prizes**

To add to the interest in school work, generous residents of Las Vegas have from time to time given various prizes. The winners are announced on Commencement night.

### **Special Lectures**

The Normal University is so fortunately located on the Santa Fe railroad that it is possible for the students to hear most excellent lectures and addresses.

### **Library**

The library is large and well chosen. The books are at the service of the State. For six years the school has sent its books into every section of the state. If you want a book, write the school your needs.

This school is depository for government publications.

### **The Faculty**

The Regents have spared no pains in securing the best trained teachers that can be secured. In so far as possible they have employed teachers that are both Normal and College trained.

### **Discipline**

The young men and women who come to this institution soon learn that they are expected to be ladies and gentlemen, and public opinion will tolerate no other conduct. Consequently this institution is self-governing in the truest and best sense. Whether students live at the Dormitory or in the city, they are subject to constant watchful care.

### **Entrance Requirements**

As the Normal University maintains grades from the Primary to and through full College curricula, there is no difficulty in obtaining admission into this institution. Students who have attended



other schools should bring with them their credits properly certified. Credits from standard schools will be accepted without question and according to the standards adopted by the State Board of Education. Those from schools that have not been accredited by proper state authority will be accepted for whatever they may be worth.

Graduation, Degrees, and Diplomas

The following credits are required for graduation:

From Four-Year High-School Curriculum	
(Grades 9 to 12).....	16 units
From Two-Year Normal-School Curriculum	
(Grades 13 to 14), Degree of Bachelor of Pedagogy.....	96 hours
From Three-Year Teachers-College Curriculum	
(Grades 13 to 15), Degree of Master of Pedagogy.....	144 hours
From Four-Year Teachers-College Curriculum	
(Grades 13 to 16), Degree of Bachelor of Arts in Educa- tion .....	192 hours

A High School "unit" is defined as the work carried successfully five periods weekly in recitations for thirty-six weeks. A recitation "period" must be forty-five minutes; but the Normal University's recitation periods are fifty minutes in the clear. A portion of the fifty-minute period may be used for supervised study or an elaboration of the lesson-assignment. In high-school courses requiring both recitation and laboratory work, a unit's work consists of three recitations and two double laboratory periods weekly for thirty-six weeks. In strictly laboratory courses; in either high school, normal, or college work, two laboratory periods are equivalent to one recitation period.

A diploma is granted upon graduation fro many curriculum. But no degree is granted for less than three terms of work in the Normal University, during which time at least 45 hours must be earned. Only one diploma will be granted at any one commencement exercise. Any person who has already received one diploma must complete one full additional term of residence, earning at least fifteen hours additional credit, before receiving the next degree.

Definition of Term-Hour

The measure of all work above the High School is the term-hour, which consists of five recitations per week for a period of fifty minutes each for twelve weeks. Where laboratory work is concerned, two laboratory periods are considered the equivalent of one recitation period for which outside preparation has been required.

### Tuition

The regular fees for one term are as follows:

Summer School .....	\$5.50
Normal School (fees only).....	3.75
High School .....	3.75
Seventh and Eighth Grades.....	3.75
Fifth and Sixth Grades.....	3.15
Third and Fourth Grades.....	2.75
First and Second Grades.....	2.40

See correspondence rules page 15.

In case the student pays on the day of registration:

Summer School .....	\$5.00
Normal School (fees only).....	3.40
High School .....	3.40
Seventh and Eighth Grades.....	3.40
Fifth and Sixth Grades.....	2.80
Third and Fourth Grades.....	2.50
First and Second Grades.....	2.10

There is a special fee of fifty cents a term for the use of chemicals and a deposit of one dollar to cover breakage, required of all students taking chemistry. An additional fee of twenty-five cents a term is required of students taking biology or physics.

### Deposits

The following deposits must be made before a student can be registered:

Training School .....	\$2.00
High School and College.....	3.00
Summer School .....	3.00
For Chemistry (additional) .....	1.00
Correspondence Course .....	5.00

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## THE TRAINING SCHOOL

### Organization and Faculty

The Training School comprises the first eight grades. It is under the immediate direction and supervision of the Assistant-Dean for the Training School. Each grade is in charge of a Critic-Teacher, who teaches at all times except during the Student-Teachers' practice-teaching periods. The Critic-Teachers teach before the Normal-Training Observers; and they supervise the Normal-Training Practice-Teachers. The "special subjects," including physical training, manual

arts, household arts, fine arts, music, Spanish, etc., are taught by the faculty members of the respective departments.

### Observation and Practice-Teaching

It is the policy of the school that all Supervisors and Critic-Teachers of the Training School shall have been educated in Normal Schools and have had in addition thereto University training. The opportunity of observing a thoroughly educated and widely-experienced teacher deal with the problems of the school-room, and then to teach under such a teacher, is of inestimable value not only to young teachers but also to those who have had experience either in rural or in city schools. Those who have attended the summer school have learned the value of this department, and each year a larger number enroll for observation and practice-teaching. The value of observing first-class teachers at work is recognized everywhere that good teaching is required. In many states, to secure a certificate without examination, practice-teaching is required. It aids in securing a professional certificate in this state. This work is as important to the high-school teacher as to the elementary school teacher. The Normal University gives observation work and practice-teaching in the High School also.

### Elementary-School Curriculum

The curriculum of the eight grades of the Training School is practically that which is required in the "State Course of Study," but is more complete. The methods of teaching employed in the Training School are those presented in the Normal and College courses in the Departments of Psychology and Education.

A "Training School Manual" for the New Mexico Normal University is now in preparation, to be issued later.

### Rural Teachers' Training Curriculum

In accordance with State laws, the Regents have organized the Department for the Training of Teachers for Rural Schools. The curriculum, as adopted by the Board of Regents and approved by the State Board of Education, is as follows:

#### First Semester

Arithmetic .....	5 periods a week	18 weeks
English .....	5 periods a week	18 weeks
Spanish .....	3 periods a week	18 weeks
Domestic Science .....	2 periods a week	18 weeks
United States History .....	3 periods a week	18 weeks
New Mexico History and Civics.....	2 periods a week	18 weeks
Physiology and Hygiene .....	3 periods a week	18 weeks

Geography .....	2 periods a week	18 weeks
Observation .....	2 periods weekly	18 weeks

#### Second Semester

English .....	5 periods a week	18 weeks
Arithmetic .....	3 periods a week	18 weeks
Reading .....	2 periods a week	18 weeks
Spanish .....	3 periods a week	18 weeks
Domestic Science .....	2 periods a week	18 weeks
Music .....	3 periods a week	18 weeks
Drawing .....	2 periods a week	18 weeks
Penmanship .....	3 periods a week	18 weeks
Orthography .....	2 periods a week	18 weeks
Practice Teaching		

#### Summer School

Primary Methods .....	8 weeks
Agriculture .....	8 weeks
School Management .....	8 weeks
Pedagogy .....	8 weeks

The students in this departments are of two classes: (1) those appointed by the Superintendent of Public Instruction; and (2) those who have the same qualifications and desire the same line of work, but have not been appointed. A graduate of this department receives a second grade certificate, good for two years.



# THE HIGH SCHOOL CURRICULA AND COURSES

**Terms of Twelve Weeks Designated as Follows**

- (a) autumn term.
- (b) winter term.
- (c) spring term.

## EXPLANATION OF CURRICULA AND COURSES

### (How to use the bulletin.)

The high-school curricula are all four years in length. To ascertain which one of the several curricula the pupil wishes to pursue, he should look first at the **GENERAL** curriculum. This presents all the "requirements" which he is to study, whether he pursues this or any other curriculum. If he pursues this curriculum, he pursues all the required subjects each successive year, and he "elects" his extra subjects each year from the accompanying list of "electives."

If the pupil desires to pursue one of the **SPECIAL** curricula he nevertheless pursues all the "requirements" of the **general** curriculum, but also pursues (in lieu of "electives") the especial requirements stated in the respective curriculum of his choice.

The **general** and **special** curricula are presented in the order above-mentioned. Following the curricula are the **courses** of studies offered, classified by **departments**, in the alphabetical order of departments.

In both the curricula and the courses, the courses are numbered; and the autumn, winter, and spring terms of twelve weeks each are designated by (a), (b), and (c), respectively. The symbol (a-b-c) indicates the year of thirty-six weeks; the symbol (a-b $\frac{1}{2}$ ), the first semester of eighteen weeks; and the symbol (b $\frac{1}{2}$ -c), the second semester of eighteen weeks. In the explanations of some courses, the name of a course is followed by an explanatory name in parenthesis.

## HIGH-SCHOOL GENERAL CURRICULUM

### (Grades Nine to Twelve)

#### First-Year Requirements

Physical Training I and II (a-b-c).....	$\frac{1}{4}$ unit
English I (a-b-c) .....	1
Latin I or Spanish I (a-b-c).....	1
Physiology I (a) and Physical Geography I (b).....	2-3
General History (a-b-c) .....	1

**First-Year Electives**

Spanish I or Latin I (a-b-c).....	1 unit
Vocational Guidance (a), Business Writing I (b), and Business Arithmetic (c) .....	1
Mechanical Drawing I (a), and Manual Training I (b c).....	$\frac{1}{2}$
Foods and Cooking I (a-b-c).....	$\frac{1}{2}$
Fine Arts I, II (a-b-c).....	$\frac{1}{2}$
Music I, II, or III (a-b-c).....	$\frac{1}{2}$ , $\frac{1}{4}$ , or $\frac{1}{4}$

**Second-Year Requirements**

Physical Training III and IV (a-b-c).....	$\frac{1}{4}$ unit
English II (a-b-c) .....	1
Latin or Spanish II (a-b-c).....	1
Algebra I (a-b-c) .....	1

**Second-Year Electives**

Spanish II or Latin II (a-b-c).....	1 unit
Botany I (a-b $\frac{1}{2}$ ) and Zoology I (b $\frac{1}{2}$ -c).....	1
Typewriting I (a-b-c) .....	$\frac{1}{2}$
Manual Training II (a-b-c).....	$\frac{1}{2}$
Mechanical Drawing II (a-b-c).....	$\frac{1}{2}$
Dramatic Art I a-b-c).....	$\frac{1}{2}$
Fine Arts II (a-b-c).....	$\frac{1}{2}$
Music I, II, or III (a-b-c).....	$\frac{1}{2}$ , $\frac{1}{4}$ , or $\frac{1}{4}$

**Third-Year Requirements**

English III (a-b-c) .....	1 unit
Geometry I (a-b-c) .....	1
A Laboratory Science .....	1

**Third-Year Electives**

Latin III (a-b-c) .....	1 unit
Spanish III (a-b-c) .....	1
Agriculture I (a-b-c) .....	1
Chemistry (a-b-c) .....	1
Modern History (a-b-c) .....	1
Commercial Geography .....	1-3
Accounting I (a-b-c).....	1
Stenography I (a-b-c) .....	1
Manual Training III (a-b-c).....	$\frac{1}{2}$
Machine Drawing I (a-b-c).....	$\frac{1}{2}$
Architectural Drawing I (a-b-c).....	$\frac{1}{2}$
Domestic Science II (a-b-c).....	$\frac{1}{2}$
Music I, II, or III (a-b-c).....	$\frac{1}{2}$ or $\frac{1}{4}$
Fine Arts III (a-b-c).....	$\frac{1}{2}$

**Fourth-Year Requirements**

United States and New Mexico History I (a-b½) and United  
States and New Mexico Civics I (b½-c).....1 unit

**Fourth Year Electives**

English IV (a-b-c) .....1 unit  
Latin IV (a-b-c) .....1  
Algebra II (a-b½) and Geometry II (b½-c).....1  
Physics I (a-b-c) .....1  
Current World History I (a-b-c).....1  
Accounting II (a-b-c) .....1  
Business English I (a), Office Theory I (b), and Office  
Practice I (c) .....1  
Stenography II (a-b-c) .....1  
Dramatic Art II (a-b-c) .....½  
Fine Arts IV (a-b-c).....½

**HIGH-SCHOOL COMMERCIAL CURRICULUM**

(Grades Nine to Twelve)

**First Year**

First four requirements in High-School General Curriculum, 3¼ units  
The foreign-language requirement is Spanish I  
Vocational Guidance (a), Business Writing and Thrift (b),  
and Business Arithmetic (c).....1

**Second Year**

First four requirements in High-School General Curriculum..3¼ units  
The foreign-language requirement is Spanish II.  
Typewriting I (a-b-c) .....1

**Third Year**

First three requirements in High-School General Curriculum..3 units  
Accounting I (a-b-c) .....1  
Stenography I (a-b-c) .....1

**Fourth Year**

First two requirements in High-School General Curriculum....2 units  
Commercial Geography I (a) and History of Commerce and  
Industry I (b-c) .....2-3  
Accounting II (a-b-c) .....1  
Business English (a) Office Theory (b) Office Practice (c)..1  
Stenography II (a-b-c) .....1

**HIGH-SCHOOL MANUAL-ARTS CURRICULUM**

(Grades Nine to Twelve)

**First Year**

First four requirements in High-School General Curriculum... $3\frac{1}{4}$  units  
Mechanical Drawing I (a), and Manual Training I (b-c)..... $\frac{1}{2}$

**Second Year**

First four requirements in High-School General Curriculum... $3\frac{1}{4}$  units  
Manual Training II (a-b-c) ..... $\frac{1}{2}$   
Mechanical Drawing II (a-b-c)..... $\frac{1}{2}$

**Third Year**

First three requirements in High School General Curriculum...3 units  
Manual Training III (a-b-c)..... $\frac{1}{2}$   
Machine Drawing I or Architectural Drawing I (a-b-c)..... $\frac{1}{2}$

**Fourth Year**

First two requirements in High-School General Curriculum....2 units  
Algebra II (a-b $\frac{1}{2}$ ) and Geometry II (b $\frac{1}{2}$ -c).....1  
Physics I (a-b-c) .....1

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**HIGH-SCHOOL HOUSEHOLD-ARTS CURRICULUM**

(Grades Nine to Twelve)

**First Year**

First four requirements in High-School General Curriculum... $3\frac{1}{4}$  units  
Domestic Science I (a-b-c) ..... $\frac{1}{2}$

**Second Year**

First four requirements in High-School General Curriculum... $3\frac{1}{4}$  units  
Domestic Art I (a-b-c) ..... $\frac{1}{2}$

**Third Year**

First three requirements in High-School General Curriculum...3 units  
Domestic Science II (a-b-c) ..... $\frac{1}{2}$

**Fourth Year**

First two requirements in High-School General Curriculum....2 units  
Domestic Art II (a-b-c) ..... $\frac{1}{2}$

## HIGH SCHOOL MUSIC AND FINE ARTS CURRICULUM

(Grades Nine to Twelve)

### First Year

First four requirements in High-School General Curriculum...	3¼ units
Fine Arts I (a-b-c) .....	½
Music I (a-b-c) .....	½

### Second Year

First four requirements in High-School General Curriculum...	3¼ units
Fine Arts II (a-b-c) .....	½
Music II (a-b-c) .....	¼

### Third Year

First three requirements in High-School General Curriculum...	3 units
Fine Arts III (a-b-c) .....	½
Music II (a-b-c) .....	¼

### Fourth Year

First two requirements in High-School General Curriculum...	2 units
Fine Arts IV (a-b-c) .....	½
Music II (a-b-c) .....	¼
Music IV (a-b-c) .....	1

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## AGRICULTURE

AGRICULTURE I. A general knowledge of the fundamental principles underlying the best agricultural practice of the present day. Application of these principles to local conditions as revealed by a careful study of them in New Mex.co. Textbook, bulletins, lectures, recitations, and laboratory-work. Soils, plant propagation, cereal crops, forage crops, farm animals, dairying, plant diseases, orchards, dry-land farming, irrigation, and kindred subjects to be found in a general course in agriculture. Laboratory-work to emphasize the principles underlying work in soils, plant growth, stock judging, and grain judging, and also teaching how to make many useful things for the farm. Instruction in rope-splicing, knot-tying, the construction of trap nests, seed-testing boxes, and home-made surveyor's levels for surveying irrigation ditches, the proper mixing of sprays for insects, and fungi, and bacteria, and many other things of equal value to the farmer. The prospective teacher is taught how to teach agriculture in the rural schools and how to organize and conduct club-work for boys and girls. Five periods weekly, half recitations and half laboratory-periods, for thirty-six weeks. One unit credit.



### ANCIENT LANGUAGES

**LATIN I.** (Beginning Latin). A knowledge of the pronunciation, forms, vocabulary, and elementary constructions necessary for the translation of the exercises and reading matter. Special study of syntax and irregular forms. Abundant easy reading-matter. Five periods weekly for thirty-six weeks. One unit credit.

**LATIN II.** (Caesar.) The reading of four books of Caesar's Gallic War, together with the study of syntax and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

**LATIN III.** (Cicero.) The four orations against Catiline, the speech of Pompey's Commission, and the oration for Archias. The study of syntax and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

**LATIN IV.** (Virgil.) Six books of the Aeneid. Much drill in the quantitative reading of Latin poetry. One period a week in the senior review of grammar and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

An English grammar will

An English grammar will be placed in the hands of each student, in every class. This will be used in connection with the study of Latin forms and syntax, thus securing to the pupil a thorough foundation in English, in addition to the other benefits derived from the study of Latin.

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### BIOLOGICAL SCIENCE

The study of plants and animals from the biologist's viewpoint lays a good foundation for the study of agriculture, and also for the psychological, educational, and sociological sciences.

**PHYSICAL GEOGRAPHY I.** Lectures, textbook, laboratory, and field-trips. Five periods weekly, half recitations and half laboratory-work. (Twelve weeks.) One-third unit credit.

**PHYSIOLOGY I.** Anatomy, physiology, and hygiene. Lectures, textbook, and laboratory work. Five periods weekly, half recitations and half laboratory-work, for twelve weeks. One third unit credit.

**BOTANY I.** A systematic study of the subject tends to cultivate habits of observation, respect for the beautiful in nature, and a systematic arrangements of our knowledge. Lectures, text-book, field-trips, and recitations. How to collect and preserve plants and to classify them. The interrelation of structure and function of plants; the relation of the plant to its environment; and the complex life processes of the plant. Emphas's on the study of such plants as are of the most economic importance, such as are our common field, orchard, and garden plants. A good foundation for the scientific study of agriculture. A careful laboratory study of the organs of plants,

their modifications, and their functions. Experiments to show the effect of such external conditions as heat, light, moisture, and air, upon the plant. Five periods weekly, half recitations and half laboratory periods, for the first semester (eighteen weeks.) One-half unit credit.

ZOOLOGY I. Lectures, recitations, laboratory, and field-work. Based upon and largely consisting of the study of a series of types representing the most important groups of animals. The life-history of such insects as the house-fly and mosquito, showing their harmful nature and the means of preventing their increase. Laboratory work of observing and dissections of representative animals of the various groups. Five periods weekly, half recitations and half laboratory periods, for the second semester (eighteen weeks.) One-half unit credit.

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### COMMERCE

The chief object of the high-school division of this department is to induce students of the proper caliber, upon graduation, to enroll in the two-year normal-school curriculum to prepare for commercial teaching. Those students who do not desire commercial teaching and show no real ability for it are directed into actual business pursuits. It happens that we can with equal propriety meet the needs of both groups of students, since the technical training is the same whether one intends to teach stenography, for instance, or practice stenography in a business office. To serve this twofold function, three curricula are offered: (1) Commercial Curriculum, to prepare retail-store salesmen and teachers of salesmanship; (2) Accounting Curriculum, to prepare bookkeepers and teachers of accounting; and (3) Stenographic Curriculum, to prepare stenographers and teachers of stenography.

VOCATIONAL GUIDANCE I. A general acquaintance with the broad range of occupations. Determination of the possibilities of each in matters of income, promotion, experimental growth, and other advantages. Contrasting of "career occupations" with "blind-alley jobs." A consideration of the educational preparation for career occupations. Five periods weekly for the autumn term (twelve weeks.) One-third unit credit.

BUSINESS WRITING AND THRIFT I. The building of ideals and habits of thrift. The acquirement of a system and habit of personal account-keeping. An analytical study of letters and figures and the forming of a legible and rapid handwriting. Practice writing material made up of thrift account books and business forms. Five periods weekly for the winter term (twelve weeks.) One-third unit credit.



**BUSINESS ARITHMETIC I.** A review of the principles and operations of arithmetic encountered in actual business. Proficient calculation. Short-cut methods. Five periods weekly for the spring term (twelve weeks.) One-third unit credit.

**TYPEWRITING I.** Mastery of keyboard by touch method. Proper mechanical arrangement of business letters and envelopes, manifold, telegrams, and cablegrams, and rough drafts. Requirement at the end of the year of the ability to typewrite at least twenty-five words a minute net for ten consecutive minutes with not more than five errors. Material: Remington Awards Test. Five drill-periods and five practice-periods weekly for thirty-six weeks. One-half unit credit.

**COMMERCIAL GEOGRAPHY I.** A study of commercial industries, particularly of the United States, along the lines of the four prime wants of man,—food, shelter, clothing, and transportation. An intermediary course between vocational guidance and economics. Five periods weekly for the first semester (twelve weeks.) One-half unit credit.

**ACCOUNTING I.** A study of the principles and procedure of single proprietorship and partnership accounting. Five recitations and five laboratory-periods weekly for thirty-six weeks. One unit credit.

**STENOGRAPHY I.** Mastery of Gregg system of stenography. Principles completed in about twenty weeks. Dictation and transcription of simple letters and articles begin after the twelfth week. Numerous articles and two classics in shorthand read during the year. Requirements at the end of the year of the ability to write at least fifty words a minute in a ten-minute test of dictation. Material found in the United States Civil Service stenography examinations. Must also qualify for membership in the Order of Gregg Artists. (Stenography II needed in addition for adequate preparation for office work.) Five periods weekly for thirty-six weeks. One unit credit.

**ACCOUNTING II.** A study of the principles and procedure of corporation and cost accounting. Five recitations and five laboratory-periods weekly for thirty-six weeks. One unit credit.

**STENOGRAPHY II.** Development of dictation and transcription speed. Requirement at the end of the year of the ability to write at least one hundred words a minute in a ten minute test of dictation. Material found in the United States Civil Service stenography examinations. Five periods weekly for thirty-six weeks. One-half unit credit.

**BUSINESS ENGLISH I.** To meet the English needs of those students who plan to become typists, stenographers, bookkeepers, salesmen, and the like. Five periods weekly for the autumn term (twelve weeks.) One-third unit credit.

**OFFICE THEORY.** Discussion of office furniture, appliances, records, arrangements and management. Five periods weekly for the winter term (twelve weeks.) One-third unit credit.

**OFFICE PRACTICE I.** For students in Stenography II. Actual office work either in the Normal University or in the business houses of the city. Five periods weekly for the spring term (twelve weeks.) One-third unit credit.

### ENGLISH

**ENGLISH I.** (Composition and Introduction to Literature.) Textbook or rhetoric and composition, including a thorough review of grammar and punctuation, followed by elementary work in narration, word-study, and letter-writing. Literary phases centering about classics,—Stevenson's *Treasure Island*, Scott's *Ivanhoe* and *Lady of the Lake*, and Dickens' *Christian Carol*. Five periods weekly for thirty-six weeks. One unit credit.

**ENGLISH II.** (Continuation of course I.) Textbook on rhetoric and composition, with special emphasis on description and exposition, oral work, and expressive reading. Literary appreciation and written work centering about classics chosen as models of thought and composition,—Julius Caesar, Silas Marner, Merchant of Venice, Idylls of the King, Macaulay's Essay on Burns, and Burns' Poems. Five periods weekly for thirty-six weeks. One unit credit.

**ENGLISH III.** (American Literature.) A study of the men and the books that reflect the American spirit. Textbooks on American literature. Special classics read and studied,—The Spy, House of Seven Gables, House of Usher. Written work very often,—narrations, descriptions, and expositions. Outside reading required. Reports given in class oral compositions from works of recent writers,—Aldrich, Joel Chandler Harris, Bret Harte, Mark Twain, Dr. Van Dyke, and Howells. Five periods weekly for thirty-six weeks. One unit credit.

**ENGLISH IV.** (English Literature.) Its history, and its significance for the life of the English-speaking world. Textbooks on English literature. Study of masterpieces,—Hamlet, Essay on Milton by Macaulay, Paradise Lost, Macbeth, Princess, Far from the Madding Crowd by Hardy, Chaucer's Prologue, and Midsummer Nights Dream. Much outside reading required. Five periods weekly for thirty-six weeks. One unit credit.

### FINE ARTS

**FINE ARTS I.** (Elementary Fine Arts.) Beginning with elementary free-hand drawing and progressing to more advanced work in outline, relief, and light and shade, taken from life, still life, casts, nature drawing, sketching, and perspective in its application to inter-

ior and exterior. Media: pencil, charcoal, crayon, pen and ink, water color, tempora, and pastel. Five periods weekly for eighteen weeks. One-fourth unit credit.

**FINE ARTS II.** (Pose Drawing and Cartooning.) Drawing from costumed model, with students in the class selected as models. Media: pencil, charcoal, water color, and pastel. Five periods weekly for eighteen weeks. One-fourth unit credit.

**FINE ARTS III.** (Designing.) (a) Autumn term: Special study of color and design,—color composition and its application; and the principles of design which include spacing, balance, rhythm, repetition, proportion, etc. (b) Winter term: Application of the underlying principles, worked out in decorative composition for given problems, such as posters, lettering, book-covers, boxes, etc. (c) First six weeks of spring term: House design and decoration,—architecture and building materials, and their adaption to location and climate; schemes of color for interior and exterior decorations, and their application; and the requirements of a house plan from each student. (c) Second six weeks of spring term: Costume and hat designing,—lines, color harmonies, and their application; and original designs. Five periods weekly for thirty-six weeks. One-half unit credit.

**FINE ARTS IV.** (Clay Modeling and Pottery.) Beginning with simple spherical forms, and progressing to complicated forms. Five periods weekly for eighteen weeks. One-fourth unit credit.

## HISTORY

**GENERAL HISTORY.** A brief study of the world's history to about 800 A. D. during the first half-year, and since 300 A. D. during the latter half-year. Considerable attention given to the "geographical" and "biographical" viewpoints (presupposedly emphasized in the intermediate-school grades 4-6) and to the "national" and "chronological" viewpoints (presupposedly emphasized in the junior-high-school grades 7-9.) The chief viewpoint and emphasis placed on the "institutional" and "sociological" aspects of the evolution of the seven fundamental social institutions of civilization (family, economic field, recreational life, health welfare, church, state, and school),—the viewpoint and emphasis of the senior-high-school grades 10-12. The "philosophical" viewpoint (the college emphasis) only occasionally glimpsed. Textbook and reference-books. Five periods weekly for thirty-six weeks. One unit credit.

**MODERN HISTORY.** A thorough study of the world's history since 800 A. D., with the viewpoint and emphasis on those "social institutions" and "sociological principles" out of which the American institutions and problems and the present world institutions and problems have grown. Some attention given to the "geographical" and "biographical" viewpoints (intermediate-school emphasis) and to the

"national" and "chronological" viewpoints (junior-high-school emphasis.) A glimpse of the "philosophical" viewpoint (college emphasis) occasionally given to apprise the pupils of the deeper, broader, and really true meaning of the history (as an evolution-perspective study of social science for present-problem values) yet to be found only in the more advanced courses of the normal school and college. Textbook and reference-books. Five periods weekly for thirty-six weeks. One unit credit.

UNITED STATES AND NEW MEXICO HISTORY I. A thorough study of the history of the United States and of New Mexico (correlated together), with the chief viewpoint and emphasis on the "institutional" and "sociological" aspects of the evolution of the seven fundamental social institutions (family, economic field, recreational life, health welfare, church, state, and school),—the viewpoint and emphasis of the senior-high-school grades 10-12. Some attention given to the "geographical" and "biographical" viewpoints (presumably emphasized in the intermediate-school grades 4-6) and to the "national" and "sociological" viewpoints (presumably emphasized in the junior-high-school grades 7-9.) A glimpse of the "philosophical" viewpoint (college emphasis) occasionally given to apprise the pupils of the deeper, broader, and really true meaning of history (as an evolution-perspective study of social science for present-problem values,) yet to be found only in the more advanced courses of the normal school and college. Text-books and reference-books. Five periods weekly for the first semester (eighteen weeks.) One-half unit credit.

UNITED STATES AND NEW MEXICO CIVICS I. The organization and actual working of the federal, state, and local governments of today, including the government of New Mexico, and the theory of the national state. Textbooks, reference-books, and government publications. Five periods weekly for the second semester (eighteen weeks.) One-half unit credit.

NOTE:—For other social-science courses see "Commerce" and "History."

### HOUSEHOLD ARTS

The work in household arts consists of "domestic art" and "domestic science." The object of the work is to teach the principles which underly the proper management of the household, by inquiring into the hygienic, sanitary, and economic conditions affecting the home and the community, the social and economic life of women, the care of children, and many other problems of direct interest to the home. The courses are so planned as to meet the needs of those students who desire a good foundation in the study of such subjects as will be most helpful, whether they desire to teach in secondary schools or to prepare themselves for homemaking.



**FOODS AND COOKING I.** (Elementary Cooking.) An elementary study of food principles, with the theoretical study, together with practical work in elementary cooking. Boys as well as girls are eligible. Aim: Practical work for the home. Four periods laboratory-work and one period recitation weekly for thirty-six weeks. One-half unit credit.

**CLOTHING AND SEWING I.** (Elementary Sewing.) Making stitches on practical garments. Small amount of art needle work. Drafting patterns and making underwear. Aim: Practical work for the home. Five periods weekly for thirty-six weeks. One-half unit credit.

**FOODS AND COOKING II.** (Continuation of Foods and Cooking I.) Including also advanced and fancy cookery, canning and preserving, and experimental cookery. Study of high-school dietetics and planning of dietaries. Boys as well as girls are eligible. Aim: Practical work for the home. Four periods laboratory-work and one period recitation weekly for thirty-six weeks. One-half unit credit.

**CLOTHING AND SEWING II.** (Dressmaking.) Practical construction of four dresses, using commercial patterns, and taking up the use and manipulation of the four leading textile fibres in clothing. Aim: Practical work for the home. Five periods weekly for thirty-six weeks. One-half unit credit.

### MANUAL ARTS

The value of manual training from the standpoints of both education and vocation has been proven to be such that in general no school can afford to be without it. In view of this fact, a Manual Arts Department has been developed. And in 1915-1916 it was housed in a separate building, 40 by 80 feet, which was erected by the students. A saw table, hand planer and jointer, band saw, emery grinder, six speed lathes, one screw-cutting engine lathe, and one forge were installed by the students.

**MECHANICAL DRAWING I.** (a) Geometrical drawing and an introduction to working (or shop) drawings. Each student furnishes a set of drawing instruments, approved by the instructor. Five periods weekly for the autumn term (twelve weeks.) One-sixth unit credit.

**MANUAL TRAINING I.** (b-c) Woodwork. Instruction in the use and care of tools. Studying, designing, and making wagon-boxes, hay-derricks, chicken-coops, chicken-brooders, silos, cement-forms, etc. Use of band-saw and jointer. Five periods weekly for the winter and spring terms (twenty-four weeks.) One-third unit credit.

**MANUAL TRAINING II.** Intended especially for those students who wish to specialize in manual training for the purpose of teaching the subject. (a-b) Woodwork, in fall and winter terms: Advanced woodwork, using power machinery; methods and devices for

accuracy, rapidity, and facility. (c) Wood-turning, in spring term: Use of the guage, round nose, parting tool, skew, and callipers during work on the face-plate and spindle; and the relation of the turning-lathe to the pattern-maker. Five periods weekly for thirty-six weeks. One-half unit credit.

**MECHANICAL DRAWING II.** Orthographic projection, evolution of solids, isometric and cabinet projections, and some plates of practical mechanical drawings of machine parts. Five periods weekly for thirty-six weeks. One-half unit credit.

**MANUAL TRAINING III.** Shop practice. (a) Autumn term: Forge practice, in learning the properties of iron and steel, the various welds, tempering, etc., and the study of the gas engine, its manipulation, the testing of the horse-power and efficiency, the "trouble shooting," etc. (b) Winter term: Filing, chipping, and elementary lathe work. (c) Spring term: Lathe work in iron and steel, screw cutting, milling, etc. Castings may be purchased together with blue prints and specifications for small gas or steam engines and the machine work done by the student. Five periods weekly for thirty-six weeks. One-half unit credit.

**MACHINE DRAWING.** A plate drawingroom standards, one of bolts, screws, and nuts, and several drawings of machine parts. Advanced work. Prerequisites: Mechanical Drawing I and II. Five periods weekly for thirty-six weeks. One-half unit credit.

**ARCHITECTURAL DRAWING.** A study of the standards in architectural drawing. After making a few plates of some building already designed, the student makes several plates of various views of building designs of his own. Work upon bills of materials and a set of specifications. Five periods weekly for thirty-six weeks. One-half unit credit.

## MATHEMATICS

**MATHEMATICS I.** (Elementary Algebra and Geometry.) Centers around the linear equation. Emphasis placed upon clear algebraic expression, both in symbols and language, clear mathematical thinking, accuracy and rapidity in the mechanical operations, and care in checking the results. Thru simultaneous quadratics. Five periods weekly for thirty-six weeks. One unit credit.

**MATHEMATICS II.** (Algebra and Plane Geometry.) Developed by an inductive-deductive method. The early work is largely constructive, inductive, and even intuitional, leading gradually into rigorous and deductive thinking as the awakening mind feels the need for it. Such a treatment of the subject is more pedagogical and educative than an effort to force rigorous methods upon immature minds. Five periods weekly for thirty-six weeks. One unit credit.

**MATHEMATICS III.** (Advanced Algebra.) Centers around the

quadratic equation. The subject is developed by a more formal process than would have been possible at an earlier stage. Many of the theorems taken for granted heretofore are demonstrated, and some of the fundamental assumptions and definitions of algebra are examined. The factor theorem, radicals, quadratics, proportion, and progressions receive the emphasis at this point. The graph is freely used, thus connecting algebra and geometry as two parts of the same subject. Thru logarithms. Five periods weekly for the first semester (eighteen weeks.) One-half unit credit.

**SOLID GEOMETRY.** Coming at the close of three years' study of mathematics, this subject is permitted to be studied from a larger viewpoint than is customary in the usual texts. The course is based upon one of the current texts but is largely supplemented from French and German works. It is attacked both analytically and syntactic ally, making it an excellent review and extension of the mathematics previously studied. Thru three round bodies. Five periods weekly for the second semester (eighteen weeks.) On-half unit credit.

### MODERN LANGUAGES

**SPANISH I.** Correct pronunciation, rudiments of grammar, simple prose reading, written exercises, and dictation and memorizing of easy poems. Coester's Spanish Grammar and Harrison's Elementary Reader. Five periods for thirty-six weeks. One unit credit.

**SPANISH II.** The main principles of grammar, including all the irregular verbs. Intensive reading with occasional translation into idiomatic English of one hundred fifty to two hundred pages of modern Spanish. Memory work given much attention. Texts: Coester's Spanish Grammar (Part II), *El Libro Cuarto de Lectura*, and *El Pajaro Verde*. Five periods weekly for thirty-six weeks. One unit credit.

**SPANISH III.** A thorough study of syntax in connection with reading and composition. Practice in dictation, memorizing, and translation constantly given. Texts: *Marianela*, *Tres Comedias Modernas*, *El Si de las Ninas*, and grammar work from *De Tornos* (Part III.) and Olmsted and Gordon. Five periods weekly for thirty-six weeks. One unit credit.

### MUSIC

**MUSIC I and II.** (Theory and Sight-Reading.) Notation, scales, meters, signatures, symbols, terminology, rhythm, ear-training, and sight-reading, all progressing to more advanced sight-reading, in one, two, three, and four parts. Five periods for thirty-six weeks. One-half unit credit.

**MUSIC III.** (Glee Club.) Music of a high standard studied and prepared to be presented in public. Two and three periods weekly,

with additional rehearsals for concerts, etc., for thirty-six weeks. One-fourth unit credit. Aggregate credit of one unit allowed for repeating the course during successive years.

**MUSIC IV.** (Orchestra.) Open to all students who can play orchestral instruments. Two and three periods weekly for thirty-six weeks. One-fourth unit credit. Aggregate credit of one-half unit allowed for continuing the course another year.

### PHYSICAL SCIENCE

**CHEMISTRY I.** (a) Autumn term: Oxygen, hydrogen, water acids, bases, salts, chemical laws, and hologens. (b) Winter term: Carbon, nitrogen, sulphur, and phosphorous and their compounds, symbols and equations, gas laws, soil, ionic theory, electrolysis, and organic chemistry. (c) Spring term: Fermentation, foods, clothing, heal, light, household processes, the metals, and qualitative analysis. Special attention given to industrial and household processes, particularly those which apply to domestic science, domestic art, and manual training, such as cleaning processes, dyeing, cooking, metal-working, and combustion. This course is designed for women as well as for men, and is intended to be of special use in one's everyday life. Five periods weekly, half recitations and half laboratory-work, for thirty-six weeks. One unit credit.

**PHYSICS I.** The order of subjects to be that given in Milliken and Gale's First Course in Physics. Oral and written instructions for laboratory work, in addition to the directions of the manual. Five periods weekly, half recitations and half laboratory-work, for thirty six weeks. One unit credit.

### STUDENT WELFARE

The fundamental principle of physical education is that pertaining to the oneness of the human of the human organism,—the harmony between mind and body. Physical education should lay the ground upon which all higher and nobler activities of the mind and body may build. It should give to the mind its strength to work with intensity, and to the body the ability to train for the nobler arts. Thus we desire to train the teachers, so that they in turn may be able to train the child in the proper way.

**PHYSICAL EDUCATION I and II.** To develop the vitality, strength, grace, beauty, and control of the body; and to quicken the mind. (a) Autumn term: Swedish gymnastics; rudiments of marching; simple folk-dances; games and rudiments of basket ball. (b) Winter term: Marching; fancy steps; calisthenics with Indian clubs; aesthetic exercises and basket ball. (c) Spring term: Military tactics; calisthenics with dumb-bells and wands; advanced



folk-dances; aesthetic dances and indoor base ball. Two and three periods weekly for thirty-six weeks. One-fourth unit credit.

PHYSICAL EDUCATION III and IV (a) Autumn term: Swedish gymnastics; Indian clubs; folk dances; aesthetic movements; and basket ball and games. (b) Winter term: Aesthetic dances; calisthenics with dumb-bells; folk-dances; and basket ball. (c) Spring term: Military marching; aesthetic dances; semi-aesthetic folk-dances; calisthenics with wands; and indoor basket ball. Two and three periods weekly for thirty-six weeks. One-fourth unit credit.

PHYSICAL EDUCATION III. Given during summer school. First-year work. Elementary marching; Swedish elementary gymnastics; games of lowest organization (ring games, relay games, tag games, etc.); and simple singing games. Five periods weekly for eight weeks. One-eighth unit credit.

PHYSICAL EDUCATION IV. Given during summer school. Second-year work. Marching with fancy steps; calisthenics (with or without hand apparatus); games of higher organization; advanced singing games; and simple folk dances. Five periods weekly for eight weeks. One-eighth unit credit.

PHYSICAL EDUCATION V. Given during summer school. Third-year work. Advanced calisthenics; advanced Swedish gymnastics; games of highest organization (volley ball, basket ball, etc.); advanced folk dances; and military tactics. Five periods weekly for eight weeks. One-eighth unit credit.

PHYSICAL EDUCATION VI. Given during summer school. Fourth-year work. Review of Swedish calisthenics and gymnastics; aesthetic dances; semi-aesthetic folk dances; theory of physical education; and practice teaching in physical education. Five periods weekly for eight weeks. One-eighth unit credit.



The  
Normal-School and College  
Curricula  
and  
Courses

Terms of Twelve Weeks

- (a) autumn term.
- (b) winter term.
- (c) spring term.

## EXPLANATION OF CURRICULA AND COURSES

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The **normal-school** curricula are all two-year curricula (grades 13 to 14.) To ascertain which one of the several normal-school curricula the student wishes to pursue, he should look first at the **two-year GENERAL** curriculum. This presents all the "requirements" which he is required to study, whether he pursues this or any other two-year curriculum. If he pursues this curriculum, he pursues all the required subjects each year, and he "elects" his extra subjects each year in accordance with the accompanying statement regarding "electives."

If the student desires to pursue one of the **SPECIAL two year** curricula (whether the commercial, manual-arts, household-arts, or music and fine-arts curriculum,) he nevertheless pursues not only all the "requirements" of the **two-year general** curriculum, but also pursues (in lieu of "electives") the special requirements stated in the respective curriculum of his choice.

The **college** curricula are three-year and four-year curricula (grades 13, 14, and 15, and grades 13, 14, 15, and 16 respectively.) In ascertaining which curriculum the student wishes to pursue, he should first look at the **three-year GENERAL** curriculum or the **four-year GENERAL** curriculum, for the "requirements." And then look at the **three-year** or **four-year SPECIAL** curriculum of his choice, for the special requirements in that curriculum, and for the statement there also regarding "electives."

The **general** and **special** curricula are presented in the order **above-mentioned**. Following the curricula are the **courses** of the studies offered, classified by **departments**, in the alphabetical order of departments.

In both the curricula and the courses, the courses are numbered; and the autumn, winter, and spring terms, of twelve weeks each, are designated (a), (b), and (c), respectively. The symbol (a-b-c) indicates the year of thirty-six weeks; the symbol (a-b $\frac{1}{2}$ ), the first semester of eighteen weeks; and the symbol (b $\frac{1}{2}$ -c), the second semester of eighteen weeks. In the explanations of some courses, the name of a course followed by an explanatory name in parenthesis.

NORMAL-SCHOOL TWO-YEAR GENERAL CURRICULUM

(For B. Ped. Degree)

First-Year Requirements

General Psychology (a-b), and Child Study I (c).....	15 term-hours
Special Methods (Elementary School) (a-b-c).....	15
Observation (Elementary School) (a).....	5
Elective (a-b-c) .....	13

Second-Year Requirements

Principles of Education (a-b).....	10 term-hours
School Management (Elementary School) (a), and History of Education I (b-c).....	15..
Practice Teaching (Elementary School) (b-c).....	10
Elective .....	13

First-Year and Second-Year Electives

The students may elect any course or courses (for which the pre-requisites have been earned) in any of the departments, as follows:

Any high-school course, if he does not already have fifteen high-school units of credit.

Any Normal-School or college course.

Any course in the third-year and fourth-year work of the Teachers-College Three-Year and Four-Year General Curricula,

NORMAL-SCHOOL TWO-YEAR COMMERCIAL CURRICULUM

(For B. Ped. Degree)

First Year

The requirements in Normal-School General Curriculum	35 term-hours
Principles of Commercial Teaching (a), Pedagogy of Accounting (b), an Pedagogy of Stenography (c).....	15

Second Year

The requirements in Normal-School General Curriculum	30 term-hours
Practice Teaching is taken in the Commercial Department for one term (twelve weeks).....	5
Business Law (c).....	5
General Sociology (a), General Economics (b) Money and Banking (c).....	15

The two-year curriculum above is open only to those students who have had at least three years of high-school commercial work or an equivalent thereof. If a high-school graduate, deficient in commercial work, enters this curriculum, he may complete the curriculum in three years, by giving his first year to the preparatory work listed in the High School section of this catalogue.

### NORMAL-SCHOOL TWO-YEAR MANUAL-ARTS CURRICULUM

(For B. Ped. Degree)

#### First Year

The requirements in Normal-School General Curriculum 35 term-hours  
 Special Methods is taken in the Manual-Arts Department for one term (twelve weeks..)  
 Architectural Drawing I or Machine Drawing I (a-b-c) 7½  
 To take the alternative of the one which the student has pursued in the high-school curriculum.  
 Electives ..... 5½

#### Second Year

The requirements in Normal-School General Curriculum 35 term-hours  
 Practice Teaching is taken in the Manual-Arts Department for one term (twelve weeks.)  
 Art Metal I (c) ..... 3  
 Trigonometry ..... 5  
 Electives ..... 5

### NORMAL-SCHOOL TWO-YEAR MUSIC AND FINE-ARTS CURRICULUM

(For B. Ped. Degree)

#### First Year

The requirements in Normal-School General Curriculum 35 term-hours  
 Special Methods is taken in the Fine-Arts Department for six weeks, and in the Music Department for six weeks.  
 Fine Arts V and VI ..... 10 term-hours  
 Music V and VI ..... 10

#### Second Year

The requirements in Normal-School General Curriculum 35 term-hours  
 Practice-Teaching I is taken in the Fine-Arts Department for six weeks and in the Music Department  
 Fine Arts VII and VIII ..... 10 term-hours  
 Music VII ..... 5



**NORMAL-SCHOOL TWO-YEAR HOUSEHOLD-ARTS CURRICULUM**

(For B. Ped. Degree)

**First Year**

The requirements in Normal-School General Curriculum 35 term-hours

Special Methods is taken in the Household-Arts

Department for one term (twelve weeks).

Foods and Cooking III (a-b-c).....7½ term-hours

Household Chemistry I (a-b-c).....7½

**Second Year**

The requirements in Normal-School General Curriculum 35 term-hours

Practice Teaching is taken in the Household-

Arts Department for one term (twelve weeks.)

Clothing and Sewing III (a-b-c).....7½

Household Physics I (a-b-c).....7½

Household Arts Methods (a).....5

Household Arts Practice Teaching (b or c).....5

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**TEACHERS-COLLEGE THREE-YEAR GENERAL CURRICULUM**

(For M. Ped. Degree)

**First and Second Years**

The first and second years are the same as those for the Normal-School Two-Year General Curriculum (or any special curriculum) meeting all the requirements for the B. Ped. Degree.

**Third-Year Requirements**

At least three terms elected from the following courses 15 term-hours

Experimental Psychology (a), High-School Psychol-

ogy (c), High-School Methods (a), High-School

Management (b), School Administration (c).

Electives (a-b-c) .....33 term hours

**Third-Year Electives**

The student may elect any course or courses (for which the prerequisites have been earned) in any of the departments of the college (grades 13 to 16,) including also the required work of the Teachers-College Four-Year General Curriculum.

**TEACHERS-COLLEGE FOUR-YEAR GENERAL CURRICULUM**

(For A. B. in Education)

The first, second, and third years are the same as those for the Teachers-College Three-Year General Curriculum for the M. Ped. Degree.

**Fourth-Year Requirements**

At least three terms elected from the following courses 15 term-hours

General Sociology I (a), General Economics I (b),

Advanced Pedagogy I (c), Educational Problems

I (a-b-c.)

Electives (a-b-c) .....33 term-hours

**Fourth-Year Electives**

The student may elect any unearned course or courses (for which the prerequisites have been earned) in any of the departments of the college grades 13 to 16.)

**TEACHERS' COLLEGE FOUR YEARS' HOUSEHOLD ARTS CURRICULUM**

(For A. B. in Education)

**First and Second Years**

The first and second years are the same as those for the Normal School, two years Household Arts Curriculum.

**Third Year**

The requirements in Teachers' College Third Year

General Curriculum .....15 term-hours

Foods and Cooking IV (a-b-c).....7½

Clothing and Sewing IV (a-b-c).....7½

Household Management (a-b-c).....7½

Electives .....10

**Fourth Year**

The requirements in Teachers' College fourth year

General Curriculum .....15 term-hours

Dietetics and Nursing (a-b-c).....7½

Costume and Designing (a-b-c).....7½

House Plans and Planing (a-b-c).....7½

Note I. For graduation from the four years' curriculum the student will be obliged to submit not less than seventy five hours in the Household Arts Department.

Note II. Students graduating in this department will be required to submit credits in Fine Arts V and Fine Arts VIII.

## PHYSICAL EDUCATION

**PHYSICAL TRAINING V.** Singing games and plays, Monday, Wednesday and Friday. Simple Folk Dancing, Tuesday and Thursday. This course deals with the work that is used in the primary grades, through the fourth. Five periods a week. Two hours credit.

**PHYSICAL TRAINING VI.** Advanced Folk Dancing, Monday, Wednesday and Friday. Aesthetic Dancing, Tuesday and Thursday. This course continues the training begun in Physical Training V, increasing the variety of movements and developing the skill of the student in rhythmic exercises. In the Aesthetic dancing the interpretation and composition of the dance is studied. Five periods a week. Two hours credit.

**PHYSICAL TRAINING VII** Games, Monday, Wednesday and Friday. Athletics, Tuesday and Thursday. This course deals with the games that are used in the schoolroom and the playground, beginning with the simplest of games, such as Newcomb, Captain ball, Volley ball, Basket ball and Baseball. Five periods a week. Two hours credit.

**PHYSICAL TRAINING VIII.** Military Gymnastics, Monday, Wednesday and Friday. Light Gymnastics, Tuesday, and Thursday. Military Drill will be taught according to army regulations. The light gymnastics deal with the Swedish and Corrective work. Also exercises with light apparatus, for example dumb bells, Indian clubs and wands. Five periods a week. Two hours credit.

## AGRICULTURE

To meet the increasing demands for a more thorough preparation for the teaching of agriculture in the elementary preparation for the teaching of agriculture in the elementary and secondary schools, the Normal University is preparing to offer college work in agriculture and to increase the teachers' efficiency for training the boys and girls of the state in "doing their bit" economically both in war and in peace.

**RURAL-TEACHERS-TRAINING AGRICULTURE I.** A summer school course, given for certificate purposes, but not for curriculum credit in the Normal University, is offered in agriculture. Five periods weekly for eight weeks. Credit for certification purposes only.

**AGRICULTURE II.** (a) Agronomy and Farm Management; Physical properties of soils; tillage and cultural methods, cereals and other crops; seed judging and testing; forage crops, dry farming; farm machinery; and the purchase, organization, equipment, and operation of the farm with reference to financial returns; etc. (b) Animal Husbandry, Poultry and Dairying: Types and breeds of farm

animals (horses, cattle, sheep, and swine;) their form, quality, feeding, and care; principles of breeding and herd-book study; kinds and care of poultry; care of eggs; care of cows and milk testing; etc. (c) Horticulture, Gardening, and Forestry: Plant propagation; fruit growing; vegetable gardening; landscape gardening, forestry; etc. Three recitations and two double laboratory-periods weekly for thirty-six weeks. Five hours credit.

### ANCIENT LANGUAGES

**LATIN V.** Livy: Books XXI and XXII. Cicero's *De Senectute* and *De Amicitia*. Study and drill in the syntax of moods and tenses and subordinate clauses, Practice in sight reading. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**LATIN VI.** Horace: Selections from the Odes, Satires, Epistles, and *Ars Poetica*; a few passages memorized; a study of the social life during the time of Horace; prosody. Ovid: Selections. Cicero's letters. A brief review of the syntax of the noun and verb, followed by practice in connected Latin writing. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**ROMAN ANTIQUITIES.** A study of the amphitheaters, aqueducts, arches, architecture, basilicas, bath houses, catacombs, temples, walls, and war implements. Public and private life: Dress and ornaments, household furniture, kitchen utensils, museums, pottery and vases, private houses, public buildings, wall decorations, etc. Papers on special topics prepared by the student, Five periods weekly for twelve weeks. Five hours credit.

**GREEK I.** Inflections, conjugations, and syntax, with simple exercises in reading and composition. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**GREEK II.** Xenophon's *Anabasis*: Books I and IV, with parallel and supplementary readings from standard histories of Greece. Homer's *Iliad*: Books I and III. Introductions to the Epic dialect and the Homeric hexameter, and practice in metrical reading. Text-books for the work in grammar and prose composition. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**GREEK III.** Plato: *The Apology* and *Crito*. Homer: Selections from the *Odyssey*. Greek prose. Five periods weekly for thirty-six weeks. Fifteen hours credit.

### BIOLOGICAL SCIENCE

To meet the requirements of those who wish to do advanced work in biology, as a foundation for psychological, educational, sociological, and natural sciences, college courses are offered in biology.

**BOTANY II.** A thorough, systematic study of plant evolution. A careful detailed study of the principles that govern plant life, both in the class room and in the laboratory. The relation of structure to



function of different parts of the plant, by a study of the various typical plants in the laboratory. Particular emphasis upon the study of the life history and methods of control of such fungi and bacteria as the rusts, smuts, and blights, which cause disease in our economic plants. Three periods of lectures and recitations and two double periods of laboratory-work per week for the semester (eighteen weeks.) Seven and one half hours credit.

**ZOOLOGY II.** A thorough knowledge of the structure and life histories of certain typical animals, and the inter-relations of structure, habit, and environment. The student is required to search for principles and their applications. Particular stress upon the study of vertebrate animals of economic importance. Agricultural application wherever possible. Three periods of lectures and recitations and two double periods of laboratory-work weekly for the first semester (eighteen weeks.) Seven and one half hours credit.

### COMMERCE

The purpose of the two-year (or three-year) curriculum is to train candidates for the teaching of commercial subjects in high schools. Many high schools in the Southwest have introduced commercial departments, and many more contemplate doing so at an early date. This means an ever increasing demand for high-grade commercial teachers,—a demand which the Department of Commerce at present is unable to meet. Consequently, it is eager to interest persons of successful teaching-experience and of excellent scholarship, and those persons without teaching experience who show unusual promise, in preparing themselves for commercial-teaching positions, these positions, because of the limited supply, pay good salaries and offer attractive opportunities for rapid advancement.

**PRINCIPLES OF COMMERCIAL TEACHING.** Problems of commercial teaching as revealed in most recent commercial-education surveys. Educational principles to govern the solution of these problems. Five periods weekly for the autumn term (twelve weeks.) Five hours credit.

**PEDAGOGY OF ACCOUNTING.** Application of the most approved educational principles to the teaching of accounting. A thorough review of the principles of accounting in terms of definitely prepare and well-graded lesson plans. Five periods weekly for the winter term (twelve weeks.) Five hours credit.

**PEDAGOGY OF STENOGRAPHY.** Application of the most approved educational principles to the teaching of stenography. A thorough review of the principles of stenography in terms of definitely prepared and well-graded lesson plans. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**PRACTICE TEACHING.** Application of the general educational principles and special methods in actual teaching-work. Daily



lesson-plans required, subject to the approval of the Director of the department. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**BUSINESS LAW.** The acquirement of a general knowledge of business law. Business law and cognate subjects. The principles of contract. Particular contracts concerning goods: sales of goods, bailment of goods, and insurance contracts, Particular contracts concerning credits: credits and loans, the contract of guaranty, and negotiable instruments. Agency. Partnerships and corporations. Real and personal property. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**CURRENCY AND BANKING.** A study of fundamental principles underlying modern money and banking systems. Topics studied including evolution of money, government paper money, functions of a bank, clearing-house system, state banks and trust companies, the national bank system, foreign bankings, the stock exchange and the money market, and the federal reserve system. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

### EDUCATION

Since this institution is a "Normal" University and a Normal "University," the work centers about the fundamental questions of EDUCATION and is offered in two-year, three-year, and four-year college curricula. The two-year curriculum, embracing the courses of studies prescribed by the State Board of Education, qualifying the student as a teacher for the elementary schools, includes the Education-Department courses in Special Methods, Observation, Practice-Teaching, School Management, and History of Education. The student who expects to teach, either soon or eventually, in a high school should pursue also the elective courses in High-School Methods, High-School Management, and School Administration, offered in the junior-college year, and the elective course in Educational Problems, in the senior-college year. All the courses mentioned are designed to meet the growing requirements of high-school teachers, supervisors, principals, and superintendents; for the requirement of a four-year college education for high-school teachers is spreading rapidly all over the United States. A teacher in any high-school belonging to the North Central Association of Colleges and Secondary Schools, which embraces the leading high schools and colleges of seventeen states (including New Mexico,) must possess a four-year college education, with an A .B. or equivalent degree, and with special training in the Department of Psychology and Education, and in the Department in which he teaches. For the purpose of thus meeting all these requirements in Education for the young men and women of New Mexico, the following courses are offered in our two-year three-year, and four-year college curricula.

**RURAL-TEACHER-TRAINING COURSES, IN EDUCATION..** Summer-school courses, given for certificate purposes, but not for curriculum credit in the Normal University, are offered in (1) Pedagogy, (2) Primary Methods, and (3) School Management. Each course five periods weekly for eight weeks. Credit for certification purposes only.

**SPECIAL METHODS.** (Elementary-School Methods.) The best modern methods, plans, devices, measurements, etc., applicable to all subjects and peculiar to each subject. Textbooks, reference-books, pedagogical journals, and lectures. (a) Autumn term: General Methods (applicable to all subjects.) (b) Winter term: Methods in Reading and Spelling. (c) Methods in Geography, History, Language and Numbers. Five periods per week for thirty-six weeks. Fifteen hours of credit.

**OBSERVATION.** (Elementary-School Observation.) Correlated with the course in Special Methods. Observation of the teaching in the elementary-school grades of the Training School. Notebook, reports, and roundtable conferences, under the direction of the teacher of Special Methods. Five periods weekly, with outside preparation, for twelve weeks. Five hours credit.

**PRACTICE-TEACHING.** (Elementary-School Practice Teaching.) Actual class-room teaching in the Training School. Each normal-training practice-teacher is required to submit detailed plans at the close of each week for the lessons of the week to follow. These plans are examined by the respective critic-teacher, who may require modifications to be made. Practice-teaching instruction is given by the critic-teacher. Practice-teaching conferences are held with the teacher of Special Methods. Prerequisites: Special Methods and Observation. Five periods weekly for twenty-four weeks. Ten hours credit.

**SCHOOL MANAGEMENT.** (Elementary-School Management.) The best modern plans, methods and devices, for conducting the elementary school in matters pertaining (1) to the teacher's personality, scholarship, and professional training, (2) to the extension of the school's influence and activities over the community, and (3) to the managerial control of the school by the teacher in hygienic and aesthetic conditions, lighting, heating, ventilating, cleaning, seating, governing, cooperating, promoting, reporting, making programs, etc. Textbooks, reference-books, pedagogical journals, and lectures. Five periods weekly for the autumn term (twelve weeks.) Five hours credit.

**HISTORY OF EDUCATION.** A brief survey of the ancient and mediaeval systems of education and other factors of education. Special emphasis upon the evolutionary development of modern elementary education and upon the work of the great educators. Attention given to the great educational classics, educational doctrines,

and educational movements and tendencies. Textbooks, reference-books, and lectures. Five periods weekly for the winter and spring terms (twenty-four weeks.) Ten hours credit.

**HIGH-SCHOOL METHODS.** General methods, plans, devices, and measurements, carefully applied to practical situations, in secondary schools, pertaining to the daily program, grouping and balancing of subjects, order and time of presenting subjects, purpose of the recitation, conduct of the recitation, assignment of the lesson, procedure and habits of study, supervised study, laboratory study, socialized recitation, tests and examinations, gradation and promotion, etc. Textbooks, reference-books, pedagogical journals, lectures, and observations. Five periods weekly for the term (twelve weeks.) Five hours credit.

**HIGH-SCHOOL MANAGEMENT.** The best modern plans, methods, and devices, for conducting the high school in matters pertaining (1) to the faculty's personality, scholarship, and professional training, (2) to the extension of the school's influence and activities over the community, and (3) to the managerial control of the school by the faculty in hygienic and aesthetic conditions, lighting, heating, ventilating, cleaning, seating, governing, cooperating, socializing, promoting, reporting, program-making, etc., in small high schools, in junior-high schools (grades seven, eight, and nine), in senior-high schools (grades ten, eleven, and twelve), and in other high schools. Textbooks, reference-books, pedagogical journals, lectures, and observations. Five periods weekly for the term (twelve weeks.) Five hours credit.

**SCHOOL ADMINISTRATION.** A study of the school as a social institution, from the viewpoint of the superintendent and principal of schools, including the professional control, lay control, system, organization, records, financial budget, school laws, managerial regulations, supervision, measurements, efficiency, economy, co-operation, attendance, and other problems. Textbooks, reference-books, pedagogical journals, lectures, and observations. Five periods weekly for the term (twelve weeks.) Five hours credit.

**EDUCATIONAL PROBLEMS.** A study of current educational literature as found in the best periodicals, and a study of one or more educational problems of special interest to the teachers, principals, and superintendents of New Mexico. Each student may work on a separate problem. Students are directed in the work of research for material, collecting and classifying it, and organizing it into theses of educational merit. Open to students of third-year college and four-year college work; but open to other students who are qualified thru maturity and ample experience in teaching. Class-work, conferences, and individual assistance equivalent to five periods weekly for twelve weeks. Five hours credit.

### ENGLISH

**ENGLISH V.** A brief survey of American literature. A study of the paragraph,—the essentials, classes and methods of developing; and practice in writing paragraphs. An historical and critical study of the short story from Boccaccio to Kipling,—analytic studies in the technique, accompanied by frequent constructive work in story writing. Textbooks and references. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**ENGLISH VI.** (The Modern Drama.) A consideration of contemporary forms and tendencies. A careful study of the works of G. B. Shaw, Ibsen, Maeterlinck and several plays of Glasworthy. Plays of Lady Gregory's Irish Comedies are read for the sake of contrast. The dramatic structure and the purpose of the plays. A study of the best plays of the present season and of the leading actors. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**ENGLISH VII.** (English Familiar Essay.) This course is prepared not for the scholar-specialist, but for the general reader and college undergraduate. Three divisions,—(1) Montaigne and the beginning of the essay in England; (2) the periodical essay of the eighteenth century; and (3) the new magazine essay of the nineteenth and twentieth centuries. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**ENGLISH VIII.** (Short Story and Novel.) A study of the art of the great short-story writers in English with the translations of some of the short stories of the leading European writers. A study of the great novelists of the nineteenth century, using the N. M. U. Bulletin No. 28 (October, 1913) as an outline. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**PEDAGOGY OF GRAMMAR.** Aim: The study of vital and usable grammar rather than that of intricate technicalities, and the principles and methods of teaching these and other phrases of grammar. Brief study of etymology. Repudiation of certain commonly-taught inconsistencies concerning verbs. Corrections of common errors. Compositions often, for grammatical construction and literary finish. Five periods weekly for twelve weeks. Five hours credit.

### FINE ARTS

**FINE ARTS V.** (Constructive Design.) Constructive designing applied to paper, cardboard, weaving, reed and raffia, and leather work. Ten periods weekly for twelve weeks. Five hours credit.

**FINE ARTS VI.** (Fine-Arts Methods.) For teachers and supervisors. Special methods of teaching fine arts. Five periods weekly for the winter term (twelve weeks.) Five hours credit.



**FINE ARTS VII.** (Fine-Arts Practice-Teaching.) For teachers and supervisors. Teaching fine-arts classes, under the direction of the supervisor of fine arts. Students required to outline the work and plans and hand them to the supervisor of fine arts. Students required to outline the work and plans, and hand them to the supervisor either weekly or otherwise as required. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**FINE ARTS VIII.** (History of Painting, Sculpture, and Architecture.) Five periods weekly for twelve weeks. Five hours credit.

### MUSIC

**MUSIC V.** (Rural, Kindergarten, and Primary Music.) Songs, methods, and materials adapted to rural, kindergarten, and primary music. The child voice methods of instruction, and rhythm exercises. Five periods weekly for twelve weeks. Five hours credit.

**MUSIC VI.** (Music Methods and Problems of Pedagogy.) For teachers and supervisors. Special methods of teaching music. Five periods weekly for the winter term (twelve weeks.) Five hours credit.

**MUSIC VII.** (Music Practice-Teaching.) For teachers and supervisors. Teaching music classes, under the direction of the supervisor of music. Students required to outline the work and plans, and hand them to the supervisor either weekly or otherwise as required. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**MUSIC VIII.** (Harmony.) The study of triads, chords of the seventh, inversions, modulation, harmonization of given melodies, etc. Five periods weekly for thirty-six weeks. Seven and one half hours credit.

### HISTORY

**CURRENT WORLD HISTORY.** A study of the current up-to-the-hour history of the world embracing both current events and current problems. Viewed from all standpoints of history—the “geographical” and “biographical” (intermediate-school emphasis), “national” and “chronological” (junior-high-school emphasis), “institutional” and “sociological” (senior-high-school emphasis), and “scientific” and “philosophical” (college emphasis)—with the chief emphasis on the last four. Problems in the evolution of the seven fundamental social institutions (family, economic field, recreational life, health welfare, church, estate, and school.) A current weekly magazine used as a basal textbook. Reference-books bulletins, etc. Open to twelfth-grade pupils, as well as to normal-school and college students. Five periods weekly for twelve weeks. Five hours credit.

**ADVANCED AMERICAN HISTORY.** College course, emphasizing the “scientific” and “philosophical” viewpoints, but with ample



attention given to the geographical and biographical, national and chronological, and institutional and sociological viewpoints. Gordy's Political History of the United States, with Biographies of Washington, Jefferson, Hamilton, John Adams, John Quincy Adams and Henry Clay, and Roosevelt's "War of 1812." Special references to the reports of the American Historical Association and to articles in the American Historical Review. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**ADVANCED MODERN HISTORY.** College course, beginning with the time of Charlemagne and laying special stress upon the development of the modern nations of Western Europe, and emphasizing the "scientific" and "philosophical" viewpoints of history, but with ample attention given to the geographical and biographical, national and chronological, institutional and sociological viewpoints. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**FRENCH REVOLUTION.** Textbooks: Mignet's French Revolution; and the Cambridge Modern History, Volume VIII, French Revolution. Readings: The Tale of Two Cities; The Prince and the Peasant; The Great French Revolution. Biographies of Mirabeau and Robespierre. Anderson's Constitutions and Documents. Five periods weekly for thirty-six weeks. Fifteen hours credit.

### HOUSEHOLD ARTS

**FOODS AND COOKING III.** (Marketing and Serving.) Methods of buying, quality, quantity and tests; and sources of supply, seasons, and prices. Menu making; and planning, preparing, and serving meals of the simplest to the most elaborate. Prerequisites: Foods and Cooking I and II. Five periods weekly for thirty-six weeks. Seven and one-half hours credit.

**HOUSEHOLD CHEMISTRY.** Decomposition and combination, elementary chemical properties and reactions, combustion, heat, fuels, light, acids, salts, alkalies, oxides, ionization, metal tarnishes, iron rust, hard water, ammonium radicle, organic radicles, hydrocarbons, alcohols, esters, fats, commercial soaps, scouring powders, emulsification, cleaning of fabrics, carbohydrates, proteins, functions of foods, digestion of foods, bleaching, blueing, dyeing, etc. Five periods weekly for thirty-six weeks. Seven and one-half hours.

**HOUSEHOLD-ARTS METHODS.** For teachers and supervisors. Special methods of teaching household arts. Five periods weekly for the full term (twelve weeks.) Five hours credit.

**HOUSEHOLD-ARTS PRACTICE-TEACHING.** For teachers and supervisors. Teaching household-arts classes, under the direction of the supervisor of household arts. Students required to outline the work and plans, and hand them to the supervisor weekly. Five pe-

riods weekly for the winter and spring terms (twelve weeks.) Five hours credit.

#### CLOTHING AND SEWING III. (Textiles and Textile Fabrics.)

(a) A study of the primitive form of textile industries, to better understand the later development. The present methods of carding, spinning, and weaving. The modern manufacture and finishing of cotton, wool, linen, and silk. The identification and grading of textile materials their names, kinds, widths, and prices. (b) The use of these textiles for clothing and household furnishing. (c) Some simple applications of design to clothing as well as some advanced problems in sewing will be included. Prerequisites: D. A. I and II. Five periods weekly for thirty-six weeks. Seven and one-half hours.

HOUSEHOLD PHYSICS. Mechanics of solids, liquids, and gases. Air appliances in the home: pumps, pneumatic tank water supply system, vacuum cleaners, fire extinguishers, traps, gas meter, compressed air, etc. Heat in the home: fires, expansion, drafts hot-air heating, hot-water heating, steam heating, hot-water tank, thermometer, conduction, convection, radiation, cooking utensils, fireless cooker, thermos bottle, walls of houses, clothes, ventilation, foot warmers, latent heat, refrigerators, freezing-mixtures, distillation. Fuels in the home: wood coal, kerosene, gas, gasoline, electricity, etc. Water in the home: water supply, purifying water, evaporation boiling, washing clothes, drying clothes, etc. Electricity in the home: electrical lighting, heating, and power; and washers, etc. Light colors in the home: kinds, fixtures, intensity, reflection, refraction, etc. Colors in the home. Sounds and music in the home. Five periods weekly for thirty-six weeks. Seven and one half hours credit.

#### FOODS AND COOKING IV, (Foods and Demonstration.) (a)

History, manufacture, production, composition, economic value, and cost. (b) Acquaintance with the more complicated processes of cookery and more elaborate methods of serving. (c) Practice in public lectures and demonstrations for teaching and for work before women's clubs and other organizations. Prerequisites: Foods and Cooking I, II, and III; Household Chemistry I; and Household Physics I. Five times per week for thirty-six weeks. Seven and one half hours credit.

#### CLOTHING AND SEWING IV. (Applied Dress Design and Millinery.)

(a) Making an elaborate gown from designs previously prepared in Clothing and Sewing III. (b) Cutting, fitting, draping, and modeling on dress forms. (c) Planning and drafting patterns for hats; wire; buckram, and cape net frames; covering and finishing; renovating and making over hats. Prerequisites: Clothing and Sewing I, II, and III. Five periods weekly for thirty-six weeks. Seven and one-half hours credit.

#### HOUSEHOLD MANAGEMENT. (a) Problems in the organization of the household and its work. Income, determining ex-

penditure. The budget, its apportionment, and household account-keeping. (b) Household activities. Care of the house and family. Domestic laundry. (c) Domestic sanitation. Domestic-service problem. Five periods weekly for thirty-six weeks. Seven and one-half hours credit.

**DIETETICS AND NURSING.** (a) Fundamental principles of human nutrition and their application under physiological, economic, and social conditions. (b) Dietaries planned and prepared for various types of normal individuals,—infant, child, adolescent, and adult. The family-group under varied conditions of occupation, age, etc. (c) Scientific care of the sick. Invalid cookery. Prevention of disease. Prerequisites: Foods and Cooking I, II, III, and IV; Household Chemistry I; and Household Physics I. Five periods weekly for thirty-six weeks. Seven and one-half hours credit.

**COSTUME AND DESIGNING** (a) History of Costume. A study of ancient Egyptian, Grecian, Roman, and modern costumes. (b) Costume design: Application of the principles of proportion, line, color, etc.; and the study of dress from artistic, historic, economic, and hygienic standpoints. (c) Advanced design: Advanced problems emphasizing color and pattern in their application to dress and house decoration. Prerequisites: Clothing and Sewing I, II, III, and IV. Five periods weekly for thirty-six weeks. Seven and one-half hours credit.

**HOUSE PLANS AND PLANNING.** (a) Location, surroundings, environment, and construction of the house. Its hygiene, heating, ventilating, lighting, water-supply, etc. (b) Its style, materials, conveniences, economy of space, cost, etc. A study of house plans; and the drawing of house-plans. (c) A study of furniture, wall and wood finishes, and of floor-coverings, hangings, china, and silver. Practice in planning harmonious color schemes, suitable furnishings, cost of various rooms, etc. Prerequisites: Household Management Five periods weekly for thirty-six weeks. Seven and one-half hours credit.

#### LIBRARY ART

**LIBRARY ART.** Aim: To enable teachers properly to classify the books in their school libraries, and to care for them, so as to derive the most benefit from them. Study of embossing, labeling, pocketing, tagging, classifying, cataloging, card-arranging, system-charging, repairing, etc.; and of general references, indexes, government documents, children's literature, etc. Lectures, recitations, and laboratory work. Five periods weekly for twelve weeks. Five hours credit.

#### MANUAL ARTS

These courses were planned primarily for those who wish to teach these subjects in this state, and secondarily for those who



wish to become acquainted with the subjects of wood and iron working for other reasons.

**ART METAL.** Piercing, sawing, and filing. Etching with acids. Hammering metal into bowls, trays, etc. Five periods weekly for the spring term (twelve weeks.) Three hours credit.

**MANUAL-ARTS METHODS.** Methods of manual arts, including the history and development, methods and devices, shop-systems and organization, courses and suitable tools, etc. Five periods weekly for the winter term (twelve weeks.) Five hours credit.

**MANUAL-ARTS PRACTICE-TEACHING.** Teaching manual-art classes of trainings-school pupils, under the direction of the supervisor of manual arts. Students required to outline the work and plans and hand them to the supervisor, daily. Five periods weekly for the autumn term (twelve weeks.) Five hours credit.

### MATHEMATICS

In order to raise the standard of the teaching of mathematics in the high schools of the state, the Normal University offers three and one-half years of college mathematics, selected and taught with the needs of the high-school teacher in view.

**PEDAGOGY OF ARITHMETIC.** A teachers' course. The arithmetical feature of the work is based upon a good secondary text-book, which is reviewed in the light of recent investigations in the teaching of arithmetic. The pedagogical feature is based upon the writings of Smith, Young, and McLellan and Dewey, with supplementary reading and reports in the general history of arithmetic, the sixteenth-century arithmetic, the development of the Hindu system of notation, arithmetical abilities, etc. Five periods weekly for the fall term (twelve weeks.) Five hours credit.

**PEDAGOGY OF SECONDARY MATHEMATICS.** A teachers' course. A review of the difficult part of secondary mathematics from the broad standpoint of the teacher. Pedagogical writings on the secondary field by various authors; and the historical development of the subject. An indispensable course for high-school teachers of mathematics. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**TRIGONOMETRY.** The analytical and geometrical phases of trigonometry; the use of tables; algebraic reductions; the solution of triangles by the aid of tables and by construction and measurement; graphing; the use of the slide rule; and checking results. Five periods weekly for the autumn term (twelve weeks.) Five hours credit.

**COLLEGE ALGEBRA.** Those parts of algebra which are closely related to that of the high school, but lie just beyond its horizon, such as irrational numbers, the factor theorem, complex numbers, determinants, theory of equations, combinations, chance and infinite

series, etc. Five periods weekly for the winter term (twelve weeks., Five hours credit.

**MODERN GEOMETRY.** Since high-school teachers of mathematics, even when they have enjoyed a college education in their chosen field, have rarely had any training in synthetic geometry beyond that given in the high schools, the Normal University offers one term of work as an introduction to modern geometry, with the emphasis on those parts of the subject which are closely connected with Euclidean geometry but just beyond its domain. Based upon the works of Handamard, Ronche et Comberrouse, and Henri Poincaré. An indispensable course for intelligent teaching of high-school geometry. Five periods weekly for the spring term (twelve weeks) Five hours credit.

**ANALYTICAL GEOMETRY AND CALCULUS.** An introduction to analytical geometry and calculus. Aims: To benefit equally the high-school teacher of mathematics and the student preparing for further work along scientific and mathematical lines. Five periods weekly for thirty-six weeks. Fifteen hours credit.

**ADVANCED COURSES IN MATHEMATICS.** Beyond the courses above-mentioned, other advanced work may be elected from (1) Differential Equations, (2) Advanced Analytics, (3) Advanced Calculus, (4) Elements of the Theory of Functions, and (5) Projective Geometry. But only one of these advanced courses will be given in any one term. Five hours credit.

### ORATORY

**INTERPRETATIVE READING I.** A general course in interpretative reading. Given during summer school. Five periods weekly for eight weeks. Five hours credit.

**DRAMATIC ART I.** A beginner's course in staging one-act plays, supplemented by reading and memory work. Given during summer school. Five periods weekly for eight weeks. Five hours credit.

**DRAMATIC ART II.** A three-act or four-act play studied and publicly presented by students enrolled in this course. Open to students who have had previous training in dramatic art. Given during summer school. Five periods weekly for eight weeks. Five hours credit.

### PSYCHOLOGY AND EDUCATION

**GENERAL PSYCHOLOGY.** A sufficient knowledge of the facts of consciousness and a sufficient insight into the scientific method to enable the student to pursue the advanced work in the Department of Psychology and the work in the Department of Education. Five periods weekly for the autumn and winter terms (twenty-four weeks.) Ten hours credit.



**CHILD STUDY.** The biological, physiological, psychological, and sociological study of the growth and development of the child. Prerequisite: General Psychology I. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**PRINCIPLES OF EDUCATION.** (Pedagogy.) A general view of the field of pedagogical discussion, from the psychological viewpoint, to familiarize the student with the fundamental problems of education from the standpoint of the child, and with the particular problems now occupying the minds of educational investigators and thinkers. Prerequisites: General Psychology I and Child Study I. Five periods weekly for the autumn and winter terms (twenty-four weeks.) Ten hours credit.

**EXPERIMENTAL PSYCHOLOGY.** Based on Starch's Experiments in Educational Psychology. Concrete illustrations of the laws governing the learning process. Prerequisites: General Psychology and Child Study I. Five periods weekly for the autumn term (twelve weeks.) One-third unit credit.

**PSYCHOLOGY OF HIGH-SCHOOL SUBJECTS.** The biological, physiological, psychological, and sociological study of the growth and development of the adolescent. Prerequisites: General Psychology I and Child Study I. Five periods weekly for the winter term (twelve weeks.) One-third unit credit.

**SOCIAL PSYCHOLOGY.** Textbooks, lectures, and periodicals. Prerequisite: General Psychology I. Five periods weekly for the spring term (twelve weeks.) One-third unit credit.

**PRINCIPLES OF EDUCATION II.** Based on Hall's Educational Problems. Volumes I and II, and Moll's Sexual Life of the Child. Special subjects assigned for investigations and reports. Prerequisites: General Psychology I, Child Study I, and Principles of Education I. Five periods weekly for the term (twelve weeks.) Five hours credit.

### PHYSICAL SCIENCE

**CHEMISTRY II.** Qualitative analysis: Laboratory work in the analysis of inorganic mixtures. Quantitative analysis: Laboratory work in elementary quantitative analysis, which offers practice in volumetric determinations. Prerequisite: Chemistry I. Five double-periods weekly for thirty-six weeks. Fifteen hours credit.

### SOCIAL SCIENCE

The complex problems of the social life of man in all the social institutions of civilization are rapidly becoming more intricate. Man is yet biologically a rural being, but is fast becoming artificially an urban being. And great problems, consequently, are mounting high for his solution, in all of the social institutions and cooperative activities. These problems are very seriously confronting every citizen

of this republic. Every basal fact and every principle underlying every fundamental social institution should be carefully studied, with deep insight and balanced judgment, by every student of every school receiving public support, in order that the leading minds of the millions shall be efficiently prepared for constructive leadership of wisdom and justice.

**GENERAL SOCIOLOGY.** A study of the fundamental factors and principles of evolution of mankind in social groups, and the organization and evolution of the groups. Five periods weekly for the autumn term (twelve weeks.) Five hours credit.

**GENERAL ECONOMICS.** A study of the fundamental factors and principles of the production, distribution, exchange, and consumption of wealth. Five periods weekly for the winter term (twelve weeks.) Five hours credit.

**COMPARATIVE GOVERNMENT.** The national political-systems of selected modern states, especially Great Britain, Canada, Australia, France, Switzerland, and Germany, all compared and contrasted with one another and with the United States. Constitutional beginnings and growth, governmental organizations, legislative and administrative methods, judicial systems, present-day political parties, and political issues. Five periods weekly for the spring term (twelve weeks.) Five hours credit.

**ADVANCED SOCIOLOGY.** (a) General and cultural anthropology. (b) The various problems of social pathology, and preventive social-work. (c) Seminar: Research work upon special problems in anthropology and sociology. Five periods weekly for twelve weeks. Five hours credit.

**NOTE:** For other social science courses see 'commerce' and 'history.'

## ALUMNI

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### NUMBER OF GRADUATES

#### COMPARISON

	Commencements	
	1899-1910	1911-18
Academic Department .....	50	179
*Three-Year Normal Course.....	12	2
*Four-Year Normal Course.....	5	..
*Five-Year Normal Course.....	26	2
*Four-Year Normal Course with degree, Bachelor of Pedagogy .....	31	..
*Six-Year Normal Course with degree, Bachelor of Pedagogy .....	..	172
Special Diploma .....	..	1
*Seven-Year Normal Course with degree, Master of Pedagogy .....	..	62
Special Master of Pedagogy Diploma (1899).....	1	..
College Course with A. B. in Education.....	..	11
Total .....	125	429
Grand Total .....		554

\*All Normal courses are above eighth grade.

## BACHELORS OF ARTS IN EDUCATION

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### EIGHT YEAR COURSE

#### Class of 1915

Charles Leonard Schreck

#### Class of 1916

Drury L. Adkins

Florence Oella Mair

Freda Frank Appel

Byron Justus Read

Clarence S. Cramer

Edwin Arthur Schreck

Jennie Pearl Hutchison

(Mrs. Sidney M. Bedford)

#### Class of 1917

Tinnia May Conger

John William O'Carroll

#### Class of 1918

Edith C. Tickner (Mrs. Henry Ward)

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## MASTERS OF PEDAGOGY

### SEVEN YEAR COURSE

#### Class of 1900

Jessie M. Himes

#### Class of 1912

Frank Carroon

#### Class of 1913

John C. Baker

Phillip Power

Anna Ryan Bruce

Rufus Mead

Bessie Cavanaugh

Florence Oella Mair

Mary Esther Hanson

Helen Papen

Margaret Hill

Manette Alice Mvers

Jennie Pearl Hutchison

(Mrs. Harry L. Lawson)

(Mrs. Sidney M. Bedford)

Leona Whitworth-Logue

## Class of 1914

Freda Frank Appel	Buford Harris Kirk
Lena Elridge	Alice Amelia Turner
Doyle C. Barnett	(Mrs. W. H. Devanny)
Samuel Jesse Daley	Rose Mae Power
Arthur E. Edmunds	Charles L. Schreck
Eva Felton	Astyanix Douglas Smith
Kate Hope Livingston	Rachael V. Smith
Mabel Ora Hinrichsen	Rice Sylvester Tipton
(Mrs. E. A. Hannah)	Bernice K. Zingg

## Class of 1915

Drury L. Adkins	Lena Elridge
Lorna Ione Johnson	Charlotte Opal Jones
Gladys Madeline McVay	*Lora Holmes Northrup
(Mrs. Joseph Clarence Stuppi)	Sylvia Pochel
Belle Norton	(Mrs. Theodore Fruechting)
Rosalie Pierce Powers	Byron Justus Read
Astyanix Douglas Smith	Sylvia Maria Vollmer
Hazel Effie Webb	Emma Ruth Ziegler

## Class of 1916

Tinnia May Conger	Mary Barris McGriff
Maude Adele Hancock	Ruth Hemans Schiott
(Mrs. George W. Prichard)	(Mrs. Eric E. Cletsoway)
S. Elizabeth Hart	Jeannette Ward
Frances Louise Lowry	Hazel Effie Webb
Addie Mair	

## Class of 1917

Florida Gallegos	Edith C. Tickner
Jennie Vivian Hedgcock	(Mrs. Henry Ward)
Louise Consuelo Jaramillo	Chella H. Van Petten
Marion McMelan	(Mrs. James W. Maloney)
Emma Louise Tamme	Louise Wells

## Class of 1918

Wilhelmina Vollmer

\*Deceased



## BACHELORS OF PEDAGOGY

### SIX YEAR NORMAL COURSE

#### Class of 1911

Nora Elizabeth Anderson	Anna Margaret McMahon
Nellie Eunice Ellison (Meyres)	Cornelia Kimball Murray
Anna Maybelle Goin	Daisy Paine
Francis Louise Lowry	Helen Papen

#### Class of 1912

Anna Ryan Bruce	B. Louise Mruphy
Bessie Cavanaugh	Bertha Margaret Papen
Mary Esther Hanson	Phillip Power
Margaret Elizabeth Hill	Rosalie Pierce Powers
Cora Beale Key	Anna J. Rieve
Florence Oella Mair	Merle Geraldine Schlott
Mary Dillon McGinn	(Mrs. Wm. J. Norton)
Rebecca McKenzie	Emma Louise Tamme
(Mrs. Harper Harmon)	Jeannette Ward
Pattie Frances Murphy	

#### Class of 1913

Freda Frank Appel	Rufus Mead
John C. Baker	Daisy Caroline Murphy
Maud Wimber Baker	Mae Aloisus Murphy
Grace Gertrude Barker	(Mrs. Tom Morrow)
Mabel Benfer	Manette Alice Myers
Marguerite Bernard	(Mrs. Harry L. Lawson)
Bessie Cavanaugh	Phillip Power
Samuel Jesse Daley	Rose Mae Power
Alaska Nevada Davis	Charles L. Schreck
Nona Zoe Davis	Myrle Elinor Skaggs
(Mrs. C. O. Dunn)	(Mrs. Oscar O. Noetzel)
Jennie Pearl Hutchison	Astyanix Douglas Smith
(Mrs. Sidney M. Bedford)	Rachael V. Smith
Kate Hope Livingston	Mrs. Clyn Smith
Leona Whitworth-Logue	Pryor B. Timmons
Aurora Refugio Lucero	Ella Josephine Young
Addie Mair	(Mrs. Wallace Hesselden)
Mary C. McRaynolds	

## Class of 1914

Mabel Baldwin  
 Marguerite Bernard  
 Doyle C. Barnett  
 Gladys Elizabeth Carroon  
 Ruth Conrad  
 \*Mabel Teresa Devine  
 (Mrs. Charles T. Cassidy)  
 Arthur E. Edmunds  
 Lena Eldridge  
 Clara A. Eschliman  
 Eva Felton  
 Phebe Hart  
 Jennie Vivian Hedgecock  
 Mabel Ora Hinrichsen  
 (Mrs. E. A. Hannah)  
 Buford H. Kirk

Agnes Langston  
 Enid McGee  
 (Mrs. George Ahms)  
 Rebecca H. S. Livingston  
 (Mrs. C. B. Read)  
 Elmyra Miller  
 Soledad Montano  
 \*Lora Holmes Northrup  
 Belle Norton  
 Gladys Palmer  
 Marguerite Ellen Murphy  
 Byron Justus Read  
 Rice Sylvester Tipton  
 Sarah Getrude Tooker  
 Louise Wells

## Class of 1915

Drury L. Adkins  
 Azelia Elizabeth Austry  
 Lucy Elizabeth Clement  
 Florida Gallegos  
 Celia Margaret Hinrichsen  
 Ella Worley Johnson  
 Charlotte Opal Jones  
 Artie Leona McMahon  
 (Mrs. Jack Scott)  
 Frances Mildred McMahon  
 Louis Calhoun Mersfelder  
 Belle Norton  
 Harley H. Seymour  
 Mary Katherine Tiltman  
 Hazel Effie Webb  
 Effie Anderson  
 (Mrs. P. E. Carter)

Emma Ruth Ziegler  
 May Louise Buell  
 Marie Lorella V. Clement  
 (Mrs. Charles Albert SeLegue)  
 S. Elizabeth Hart  
 Lorna Ione Johnson  
 Rose Kellog  
 Mary Louise McMahon  
 Gladys Madeline McVay  
 (Mrs. Joseph Clarence Stuppi)  
 Frances Ford Myers  
 (Mrs. Albert Edward Hayward)  
 Sylvia Pochel  
 (Mrs. Theodore Fruething)  
 \*Beulah Marvin Stagner  
 Lois D. Victor  
 Sylvia Maria Vollmer

\*Deceased

## Class of 1916

Roscoe Conkling Bonney	Dovie Reynolds
Elmira R. Greason	Ruth Hemans Schlott
Gladys Bird Hamilton	(Mrs. Eric E. Cletsoway)
(Mrs. D. L. Adkias)	J. W. Thompson
Maude Adele Hancock	Edith C. Tickner
(Mrs. George W. Prichard)	(Mrs. Henry Ward)
Louise Consuelo Jaramillo	Chella Harryss Van Petten
Mary Barris McGriff	(Mrs. James W. Maloney)
Maryel Papen	Rachel Gerry Whitaker
Edith Sybil Reagan	

## Class of 1917

Ione Vera Austin	Raymond M. Mickle
Joan Ballantyne	Ruth Nahm
(Mrs. Murray Carleton)	Ruby Neel Neff
Ella M. Baughman	(Mrs. H. H. Roberts)
John Victor Bieler	Elizabeth Parnell
Lucetta Powell Cobb	Alma Catherine Paulsen
Elvie Bell Fraser	Laura Milton Smiser
Mary Natalie Graubarth	Mabel J. Smith
Mamie Head	Alice M. Tipton
(Mrs. C. T. Hale)	Lorraine Marie Trainer
Minnie Pearl Kelly	Henrietta Maria Trujillo
Vesta Addison Kiker	Chella Harryss Van Petten
Helen Marr Lindsey	(Mrs. James W. Maloney)
Edith Mae Long	Everett M. Webb

## Class of 1918

Anna E. Carr	Nora Geneva Newman
Pearl May Daugherty	Joseph Frederick Nielson
Louisa D. Doll	Judson E. Owens
Nina Porter Fatjo	Mabel E. Polk
Carol Helen Fetzer	Dovie Dodson Rogers
Arnold Layman Garlick	M. Alexander Rogers
Lola Geisler Grimm	Rebe Helen Sands
Ethel Myrth Hanes	Lena Ricketts Smith
Ethel Vickery Jewett	Juanita Lou Stagner
Sarah Charlotte Johnson	Wilhelmina Vollmer
Clare Vane Koogler	Margaret Irene Witt
Jessie Benton Lawrence	Gracelee Woolvertón
Grace Beatrice Long	

\*Deceased

## FOUR YEAR COURSE

## Class of 1899

Mrs. Sallie Hume Douglas  
Wellington B. Givens  
Mrs. Ella Weltmer

Jessie M. Himes  
Elba D. Stonerod  
(Mrs. F. R. Lord)

## Class of 1900

Flora Barbara Beschle  
(Mrs. Hopley)  
Minnie Holzman  
Gertrude Anna Duhrsen

Carrie Capitola Tuttle  
(Mrs. Montserrat)  
Maggie Marion Mayers

## Class of 1901

Charles Burton Barker  
Virginia Hendren  
Helen Aurelia McNallen  
Leah Georgia Murray  
(Mrs. J. S. Duncan, Jr.)

\*Pearl Frances Rothgeb  
(Mrs. Theo. Hockemeyer)  
Nellie Stern  
Vashti Edna Thomas  
Marion Winters  
(Mrs. Erle Hoke)

## Class of 1902

Emerson Atkins  
Helen Blake  
Maggie Jackson Bucher  
Mary Edith Cooper  
\*Mattie E. Garlick  
(Mrs. W. E. Kelley)

Helen Maude Ellis  
Louisa Kimball Reed  
Ada Springer  
(Mrs. Warren B. Davis)  
Eunice Pauline Tamme  
(Mrs. Herbert Fell)

## Class of 1903

Mattie Barker  
(Mrs. J. I. Phillips)  
Katherine Edith McConnell

Pearl Barker  
(Mrs. Lee Hart)  
Lillie Gertrude Joacson

\*Deceased

## GRADUATES WITHOUT DEGREE

## FIVE YEAR NORMAL COURSE

## Class of 1905

Marie Hume Douglas  
(Mrs. Frank Bachelor)

Louise Sporleder  
\*Irene Whitmore

## Class of 1906

Laura Hallock  
(Mrs. F. H. Craft)  
Myron Clayton Benedict

Ruby Gertrude Schlott  
(Mrs. S. A. Connell)  
Irma Bell

## Class of 1907

Ada D. Albert  
Mollie Basinger Austin

Florence Oella Mair

## Class of 1908

Margaret Flint  
(Mrs. E. R. Collins)  
May Howell  
(Mrs. Dodson)

Grace Barker  
Addie Mair  
\*Tessie Devine  
(Mrs. Charles T. Cassidy)

## Class of 1909

Artless Jeanette Browne  
(With Kindergarten Diploma)  
(Mrs. C. P. Trumbull)  
Bertha Papen

Beulah Meredith Hartman  
(With Kindergarten Diploma)  
Marie Schaefer  
(Mrs. Frank Thompson)

## Class of 1910

Hallie, Josephine Doran  
Mary Adeline Lamb  
Mary Dillon McGinn  
Rebecca Rachael McKenzie  
(Mrs. Harper Harmon)  
Ellen Marguerite Murphy

Jeanette May Robson  
Helen Cummings Schaefer  
(Mrs. Carlos Dunn)  
Rachael Dunbar Ward  
(Mrs. Lewis Peterson)

## Class of 1912

Jennie Pearl Hutchison  
(Mrs. Sidney M. Bedford)

## Class of 1913

Florence Louise Trahey

\*Deceased



## FOUR YEAR NORMAL COURSE

## Class of 1904

*I. Loyola Dillon	Cora Hume Pettijohn
Clara Gerhart	(Mrs. Allen Aldrich)
Anna J. Gohrman	Louise Sporleder

## Class of 1905

Florence Mair	J. T. Stripling
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## Class of 1906

Ellen Emma Beraard	Margaret E. Flint
(Mrs. Chester A. Hunker)	(Mrs. E. R. Collins)
Vivian Trahey	Coramay Wagoner
(Mrs. Fred Hess)	

## Class of 1907

Anna Onofre Armenta	Ada Susan Martin
(Mrs. Archuleta)	Marguerite Bernard

## Class of 1908

Margaret Fetz	Marie Mueller
Leah Ketcham	(Mrs. Floyd)

## Class of 1911

Ella Josephine Young	Nora Frances Trahey
(Mrs. Wallace Hesselden)	(Mrs. Floyd Sulier)

## SPECIAL DIPLOMA CLASS OF 1913

Artie Leona McMahon

(Mrs. Jack Scott)

\*Deceased

## NORMAL TRAINING HIGH SCHOOL

### Class of 1901

Herbert Watson Clark  
James Luther Flint  
Charles Wesley Givens

Eva Springer  
Edward John McWenie

### Class of 1902

Helen Blake  
Clarence Swain Browne  
\*Norris Emery Cochran  
Eunice Pauline Tamme  
(Mrs. Herbert Fell)

Mary Sophia Gleichrist  
Wynne Alexander Glassford  
Louisa Kimball Reed  
Ada Springer  
(Mrs. Warren B. Davis)

### Class of 1903

Janete Carol Danziger  
(Mrs. S. Hoffman)  
\*George William Degner  
Harry Douglas Hoskins

Cora Hume Pettijohn  
(Mrs. Allen Aldrich)  
Edward Thomas Springer

### Class of 1904

Olive Lila Barnes  
Myron Clayton Benedict

Anna J. Gohrman

### Class of 1905

Elliot Barker  
Joseph S. Bowman

Charles G. Hedgcock  
Pablo Hernandez

### Class of 1906

Margaret Cavanuagh  
Vera Claire Gehring  
(Mrs. E. A. Norton)  
Florence Tilden Hoskins  
(Mrs. O. H. Gosch)  
Daniel Tilden Hoskins

Rebecca McKenzie  
(Mrs. Harper Harmon)  
May Ross  
(Mrs. H. H. Conwell)  
Alice Irene Smith  
(Mrs. H. W. Wyntt)  
Earl Archer Norton

### Class of 1907

Artless Jeanette Browne  
(Mrs. C. P. Trumbull)  
Edith Mildred Browne

Edward S. Comstock  
Judd A. Dettrick  
J. Theodore Stripling

### Class of 1908

Samuel J. Daley

Herbert W. Gehring

\*Deceased

## Class of 1909

Benjamin Armijo

Geraldine Lang

## Class of 1910

Anna Ryan Bruce

Emma Louise Tamme

Jeannette Ward

## Class of 1911

Alida Gustava Carlson

Jeshua DeVere Powers

Aurora Refugio Luecro

Sylvia Maria Vollmer

## Class of 1912

David Marion Barker

Soledad R. Montano

Arthur Hobart Comstock

Phillip Neri Sanchez

Tillie Emily Ehrich

Myrtle Elinor Skaggs

Jennie Vivian Hedgcock

(Mrs. Oscar O. Noetzel)

Lorna Ione Johnson

Sarah Gertrude Tooker

Jose Juan Alfredo Lucero

## Class of 1913

Fabiola Cabeza de Baca

Mary Ethel Hays

S. Omar Barker

(Mrs. Alfred Mueller)

Agnes Brinegar

\*\*Leonard Hoskins

Henry LeRoy Brown

Pauline Jaramillo

Lucy Elizabeth Clement

Rose Kellogg

Marie Lorella V. Clement

Clare Vane Koogler

(Mrs. Charles Albert Se Legue)

Lorena Rachael Livingston

Frank Morgan Culberson

(Mrs. W. A. Cloman)

Willie Mae Culberson

Rebecca H. S. Livingston

(Mrs. William Elliott)

(Mrs. C. B. Read)

Elizabeth Grace Elliott

Howard Bjornson Petersen

(Mrs. Emile Clement)

Mina Pochel

Carl Ellis

(Mrs. Oliver Oxley)

\*Lucy Madeline Floyd

Phebe Tillinghast Russel

(Mrs. F. L. Miller)

(Mrs. Edward C. Smith)

Solomon Gallegos

Manuel Antonio Sanchez

Edna Beatrice Gerard

Chesley Hilburn Thomason

(Mrs. Carl Ellis)

Alfonso Jose Trujillo

Everett Howard Tipton

\*Deceased

\*\*Killed in action, June 28, 1918,

"Somewhere in France."

## Class of 1914

Sarah A. Ackerman	Octaviano Ambrozio Larrazolo, Jr.
Neile B. Sanders	Azelia Austry
Theodore Hawthorn Skinner	Jeanette Carver
Lorraine Fort Lowry	Alfred Livingston, Jr.
Frank Elliot Landau	Ershel Weaver Campbell
Sylvia Pochel	
(Mrs. Theodore Fruechting)	

## Class of 1915

Anna Elizabeth Carr	Mary Natalie Graubarth
Hazel Pearl Gerard	Ethel Leah Harper
(Mrs. Frank W. Roberts)	(Mrs. Leslie J. Dean)
Gladys Bird Hamilton	Juanita Jewett Kilgore
(Mrs. Drury L. Adkins)	(Mrs. C. B. Urton)
Louise Consuelo Jaramillo	Artie Leona McMahon
Edward Lee McCullough	(Mrs. Jack Scott)
Esther Geyer Oakes	Maude Rader Patterson
Volney Archer Poulson	Mary Romero
Frank Harold Hanna Roberts	(Mrs. Herman Behrens)
Henrietta Maria Trujillo	Jane Traylor
La Rissa Antoinette White	(Mrs. L. H. Burns)
Frank Watrous Condor	Kathleen Turner

## Class of 1916

Drury L. Adkins	Florence Oella Mair
Blanche Ross Carson	Josephine Anna Murphy
Lucretia Powell Cobb	Anna Marie Nolan
Rose Louise Condon	Anna Laura Pardon
Clarence S. Cramer	Mabel E. Polk
Lucy Obera Culbertson	Catherine Humphrey Prichett
Carl Ehrich	May Rees
Elvie Bell Fraser	Edwin Hoffman Rosenthal
Margaret Frazier	Florentino Enrique Sanchez
Martha Bernice Fry	Carlos Spiess
Leona Hazel Greenclay	Dorothy Jane Talbot
Mary Oldham Harris	Bernardo Trujillo
(Mrs. James G. Guinotte)	Margaret Wright Tutwiler
Eudora Estelle Harris	Wilhelmina Elizabeth Vollmer
Troy Jenkins	Harry Vorenberg
Edith Mae Long	Eleanor Catherine Whistler
Addie Mair	Margaret Irene Witt

## Class of 1917

Maria Eliza Armijo  
 Herman Ilfeld Bacharach  
 Maude L. Blaney  
 Mabelle Ozell Boucher  
 Orial Curtis  
 Elizabeth Annie Dunlap  
 Jeanette Eller  
 Gertrude Elliott  
 David E. Erickson  
 Julian Graubarth  
 Effie J. Gross  
 Anne L. Harris  
 Mae Kennedy  
 Olivia Kennedy  
 Alice D. Kier  
 (Mrs. Ralph Goodrich)  
 Netta Knowles

Grace Beatrice Long  
 Christine Clara Mair  
 Julia Masten  
 Zella Mayes  
 Sadie J. McCaw  
 Mabel Morrison  
 (Mrs. L. C. Tyler)  
 Golden D. Neff  
 Joseph F. Nielson  
 Thelma Reagan  
 Myrtle Gabina Rendon  
 Iona Stevens  
 Verne Sene Tuggle  
 Nellie Lee Wagner  
 Roxy Walters  
 Lola Yessler

## Class of 1918

Henry Caldwell Archibald  
 Emilie Mathilde Baca  
 Myrtle Norvell Billau  
 John Donald Lynch Blevins  
 James Brown  
 Julia Katherine Cazier  
 Neva Vivian Chambers  
 Mary Lucella Condon  
 Frances Delgado  
 Rumalda Delgado  
 Katherine DesMarais  
 Olivia Louise Deutschmann  
 Muri Douglas  
 Millicent Hart Fisher  
 Rufiano Gallegos  
 Ida Harper  
 Mary McCutchen Harris  
 Hazel Hauser  
 Carrie Higbee  
 Max Ilfeld  
 Lena Langston  
 Pearl Lapp  
 Margaret Larkin

Leslie Larremore  
 Cecelia Leyden  
 Alta Marie Morgan  
 William Frederick Moore  
 Mildred Deming Myers  
 Carroll Jasper Pendergraft  
 Marion Dorothy Place  
 Elsie May Reeves  
 Arthur Rogers  
 Retha Helen Sale  
 Placido L. Sanchez  
 Laura Milton Smiser  
 Juanita Lou Stagner  
 Ben N. Strickfaden  
 Eva Allie Taylor  
 Frances Harriet Tooker  
 Severino Trujillo, Jr.  
 Emily Bertha Tschann  
 Ollie Glick Underwood  
 Martha Woolworth  
 Mary Leonor Wright  
 Robert Mowry Zingg



# NEW MEXICO NORMAL UNIVERSITY

## SUMMARY

For Year	1916-1917	
	MALES	FEMALES
Enrollment for Regular School Year	217	336
Enrollment for Summer School, 1916	231	526
Total enrollment	448	862
Less names repeated	43	109
Net enrollment	405	853
Total enrollment from Las Vegas	199	1158
Total enrollment from East Las Vegas	315	
Total enrollment from outside	644	1158

## Showing the Remarkable Growth Since 1908

	1908-09	1909-10	1910-11	1911-12	1912-13	1913-14	1914-15	1915-16	1916-17	1917-18
Normal and Academic	55	97	118	145	143	184	230	270	348	376
Training School	129	120	165	179	154	176	162	202	210	255
Summer School	64	70	69	160	192	280	382	524	757	858
Music Department	30	30	28	22	19	---	---	---	---	---
Sub-Normal	45	42	---	---	---	---	---	---	---	---
Kindergarten	27	26	---	---	---	---	---	---	---	---
Totals	350	385	380	506	507	650	774	996	1310	1489
Less names repeated	12	22	30	83	65	78	81	118	152	201
Net Totals	338	363	350	423	442	572	693	878	1158	1288

# NEW MEXICO NORMAL UNIVERSITY

## SUMMARY

For Year ----- 1917-1918

	Males	Females	
Enrollment for regular school year -----	230	401	
Enrollment for Summer School, 1917 -----	222	636	
436 Total enrollment -----	452	1037	
Less names repeated -----	56	150	
Net enrollment -----	396	887	1283
Total enrollment from Las Vegas -----		182	
Total enrollment from East Las Vegas -----		331	
Total enrollment from outside -----		770	1283





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